DOCUMENT RESUME

ED 097 920 IR 001 301

AUTHOR	Sharpe, Debera, Ed.
TITLE	Bread and Butterflies; A Curriculum Guide in Career Development.
INSTITUTION	Agency for Instructional Television, Bloomington, Ind.
SPONS AGENCY	EXXON Corp., New York, N.Y.
PUB DATE	74
NOTE	131p.; For a related document see IR 001 302
EDRS PRICE	MF-$0.75 HC-$6.60 PLUS POSTAGE
DESCRIPTORS	*Career Education; *Curriculum Guides; *Educational Television; Elementary School Students; *Programing (Broadcast); Teaching Guides; *Vocational Development; Vocational Education
IDENTIFIERS	*Bread and Butterflies

ABSTRACT

A curriculum guide for teachers to the "Bread and Butterflies" series of 15 television programs on career development for 9-to-12-year-olds is given. For each program the goals and themes are stated, and the content is summarized. Then activities are suggested for students falling in level 1, beginners, or in level 2, students already familiar with career development concepts. (WH)

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bread & butterflies

a curriculum guide in career development

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was developed through the resources of a consortium of thirty-four educational and broadcasting agencies, including state departments of education, ETV networks, ETV commissions, and local educational agencies. The consortium, coordinated by the Agency for Instructional Television, consists of the following:

Alaska Department of Education

Arizona State University,
Representing the Arizona State
Department of Education

California Career Development Consortium

Florida State Department of Education

Georgia Department of Education,
Educational Media Services Division

Hawaii Department of Education

Idaho State Department of Education

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Career Education Consortium

West Virginia State Department of
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is a project in career development for nine-to-twelve-year-olds. Based on two years of planning by educators and broadcasters, the project includes fifteen 15-minute color television programs, this comprehensive Curriculum Guide, an in-service teacher's program, an informational program, and workshop materials. *bread & butterflies* was created, under the supervision of the Agency for Instructional Television, through the resources of a consortium of thirty-four educational and broadcasting agencies (see inside front cover) with assistance from Exxon Corporation.

Producing "bread & butterflies" for AIT:

WNVT-TV
Annandale, Virginia (6 programs and informational film)

KETC-TV
St. Louis, Missouri (4 programs)

Unit Productions of the
Utah State Board of Education (3 programs)

WHRO-TV
Norfolk, Virginia (2 programs)

Georgia Department of Education,
Educational Media Services Division
(in-service program)

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why bread? why butterflies? why *bread & butterflies*?

Bread is the staff of life. A breadwinner is a family necessity. A bread and butter person is somebody on whom you can depend.

Bread means security, practicality, stability . . . a steady, reliable way of life.

A butterfly is one of the glories of nature. Its wings are covered with prism-like scales that catch the sunlight and create a majesty of color. The beauty of the butterfly is the object of collectors, and its flight an inspiration for poetry and song.

Butterfly connotes frivolity, freedom, growth, and, above all, change. The metamorphosis from egg to caterpillar to chrysalis to butterfly is in some ways like that of a human being—from embryo to infancy to awareness to fulfillment.

The *bread and butterflies* series makes the point that responsibility and beauty, stability and change can be fused, and that each is a necessary part of a rich, good, satisfying life.

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contents

To the Teacher 6
How to Use the *bread & butterflies* Curriculum Guide 11

Lessons:

Trea$ure Hunt
(Self-Independence and the Economic System) 12
Work Means . . .
(Why People Work) 22
Me, Myself & Maybe
(Self-Clarification) 28
Decisions, Decisions
(Decision-Making) 34
School & Jobs
(Relationship—School, Work, and Society) 44
Taking Care of Business
(The Responsible Self) 52
I Agree, . . . You're Wrong!
(Interpersonal Skills) 58
Success Story
(What is Success?) 66
The Way We Live
(Life Styles) 72
Planning Ahead: The Racer
(Shaping One's Destiny) 80
Things, Ideas, People
(People at Work) 88
People Need People
(Interdependency of Workers) 98
Our Own Two Hands
(Human Dignity) 106
Power Play
(Power and Influence) 112
Choosing Changes
(Freedom to Hope, to Choose, and to Change) 118

Creating *bread & butterflies:*
Planners, Designers, Evaluators 128
Creating *bread & butterflies:*
The Producing Agencies 129
Discovering *bread & butterflies:*
Workshops, Films, Cassettes,
Related Materials 134

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to the teacher

***bread & butterflies* is more than a television series. It is an instructional package for career development. The programs and curriculum materials are designed to help nine-to-twelve-year-olds explore the relationship between their lives and the world of work. But *bread & butterflies* is not merely learning about work, or uncovering personal feelings about career roles, or doing work-related tasks; it is a combination of all three. It pulls together all the facets of personal and career development that help young people understand who they are and what they can become.**

> The need to make judgments about using time and assuming roles recurs throughout life. People formulate careers by continuously evaluating both what they want to do with their lives and the actions that will enable them to achieve their personal goals. Career development occurs as educational and vocational pursuits interact with other life pursuits. It continues throughout life.
>
> From the *Position Paper on Career Development* of the American Vocational Association and the National Vocational Guidance Association

While extra planning and coordination are required to meet students' career development needs, much can be done in conjunction with what is being taught. Career development, like social and physical development, should be a natural, integral part of the school process. It is not a subject added to the curriculum; it is not merely a weekly television program. It is a process of student-centered learning, a development of student values and self-concepts, a way of giving children a glimpse at the adult world, a way of relating school to the needs of the student and the outside world. The emphasis on relevancy, successful experiences, student values, and respect for the individual are parts of any positive learning experience.

The affective learning emphasized in *bread & butterflies* is a process of developing in the classroom the spirit of the individual—the confidence that he or she is somebody, that each has special things that he or she can do well, and that all can have a say in what happens to them in the years ahead. *bread & butterflies* is based on the conviction that classrooms can be made into happy places where children can discover themselves and their world and can begin to move toward their own personal goals.

> To think of "careers" simply as the jobs one holds during a lifetime is to ignore the human aspect. The AVA-NVGA Commission on Career Guidance and Vocational Education defined "career" as "a time-extended working out of a purposeful life pattern through work undertaken by the individual." Career development, according to the Commission, "refers to the total constellation of psychological, sociological, educational, physical, economic, and chance factors that combine to shape the career of any given individual." Work, as defined by the Commission, is any "expenditure of effort designed to effect some change, however slight, in some province of civilization. It is not simply an arbitrary or gratuitous action, but something which, from some viewpoint within society, ought to be done." By this definition, volunteer community efforts, nonpaid work roles (such as that of the homemaker), and leisure time activities that benefit society or contribute toward the individual's sense of purpose can be considered as work and as part of a career.

CAREER DEVELOPMENT AND THE GOALS OF *bread & butterflies*

The goals of *bread & butterflies* are those of career development for ages nine-to-twelve. Specifically, the full implementation of *bread & butterflies* (with its accompanying classroom materials and activities) will help students to:

1. Develop a clearer, more positive understanding of self—their interests, abilities, values, and interpretations of the events in their lives.
2. Exert greater control over their lives through decision-making and planning.
3. Develop personal and interpersonal skills and attitudes essential to success in school and work.
4. Develop greater respect for other people and the work they do.
5. Develop a clearer concept of successful work behavior—the attitudes, skills, and responsibilities demonstrated by successful people at school and at work.
6. Develop skills necessary to gather, process, and act upon information about self in relation to a constantly changing work environment.
7. Relate their immediate experiences and decisions to their evolving career development.
8. See the connection between school and the real world; understand the relationship between what they learn in school and the problems and activities outside the school.

These broad goals are reflected with varying emphasis throughout the fifteen lessons, but certain concepts within the goals are highlighted in each lesson. The programs offer brief dramatized versions of the key concepts (i.e., planning, decision-making, self-clarification, etc.), while the guide shows how the concept can be translated into classroom activities and related to curriculum areas.

CAREER DEVELOPMENT AND THE NINE-TO-TWELVE-YEAR-OLD

As any teacher, parent, or youth worker knows well, nine-to-twelve-year-olds possess boundless energy. They have also, speaking generally, a number of other characteristics in common.

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They have the widest range of interests of any age group.

They are fascinated by realism and facts. Achievement is very important. Success is elating, failure a disaster.

They have begun to question the right of adults to dominate.

They want to make their own decisions, assume responsibility, initiative, and independence regarding things they see as important.

They are beginning to be aware of other people's feelings, beliefs, and ideas. They can understand the concept of fair play.

They find a certain amount of satisfaction in working alone, but they really enjoy group enterprises.

They seek prestige. It is important to be somebody, to do something great, to achieve recognition.

Physically, they are developing body control, strength, and endurance.

Such characteristics form a base for understanding the career developmental needs at any given age level. For nine-to-twelve-year-olds, these consist of the need to develop:

a positive self-concept;

interpersonal and basic skills;

the discipline of work;

increased knowledge about workers;

increased understanding of the influence and control people can exercise over their lives;

a respect for others and for the work they do.

bread & butterflies translates these needs into goals and objectives and then into content and learning activities for the programs and Curriculum Guide. While other age groups may find the programs quite useful, the developmental concepts address the level of readiness most commonly ascribed to nine-to-twelve-year-olds. Older boys and girls whose experiences have been deficient in some areas of career development may also be interested in the programs that focus on adults at work (e.g., *Choosing Changes, School and Jobs, The Way We Live, Success Story, People Need People, I Agree, . . .You're Wrong!, Our Own Two Hands, Work Means . . .*).

HOW TO USE

bread & butterflies

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The goals of *bread & butterflies* depend upon classroom processes that involve students in their own learning. In many respects, *bread & butterflies* is a discovery approach to career development. In addition to discussing feelings and ideas about the programs, students should investigate and implement ideas about themselves and the world they live in. In short, they should begin to understand what they can *do* with what they know.

Many of the classroom strategies given in the Curriculum Guide do require teacher planning and coordination. The following suggestions should prove useful.

ADULT—COMMUNITY CONTACTS

Why?

Adults in the community setting should be seen as an extension of the school's staff, an enrichment of the learning experience. The suggested techniques (adult interviews, on-the-job observations, panels of workers, workers as resource persons for classroom activities) involve a coordinated effort by the school. However, only by association with a variety of people in a cross-section of occupations will students develop an appreciation for the dignity of all individuals and the work they do. Identification with a variety of adult work models also will help children clarify their values and give them a better understanding of what and whom they might become.

How?

Teachers might work through parent organizations or civic groups that may have committees eager to bring school and community together—even, perhaps, by supplying a panel of "experts" who would come to school to help students organize projects. Have students develop and take home a parent questionnaire to see who would be willing to help the class learn about work. (To discover hidden expertise, include a section on avocations in the questionnaire.) Poll the school staff for skills and previous experiences and for suggestions of people who would be willing to work with students, in school or at their places of work. Build a community resource file (see suggested letter and questionnaire) and bring together teachers, librarians, and administrative and guidance staff to map out strategies for organizing community liaison. Have the students themselves help in establishing adult contacts, and do not overlook high school teachers and students in the search for assistance.

SAMPLE LETTER

Dear _____,

Our school is preparing a community resource file of names and addresses of individuals and companies willing to provide learning experiences for our students in the community, or willing to come to the classroom to discuss their vocational and avocational skills and interests. Our objectives are to:

1. Provide teachers with information about learning resources available in the community.
2. Provide students with the opportunity to develop an appreciation of the skills, responsibilities, and values of working people and the role of work in our economic system and in the development of the individual.
3. Bring school and community closer together, thus making our educational program more relevant to the outside world and helping to develop a better understanding of that program within the community.

We would greatly appreciate your occasional participation in our career development program for young people. The information you submit in the enclosed questionnaire will become part of our community resource file. Thank you for your cooperation.

Sincerely yours,

SAMPLE QUESTIONNAIRE

Simple questionnaires like this one could be enclosed with the letter, along with a stamped, addressed envelope. Responses should be acknowledged immediately, with tentative times when the offered services might be called upon. Almost nothing is worse for school-community relations than an unused volunteer.

(Please fill out and return this questionnaire.)

Name .....

Address .....

Title .....

Phone .....

Work role .....

Name of Company .....

Community service activities .....

Hobbies, special interests .....

Would you be willing to:

1. Come to school to work with small groups of intermediate students on a project?	Yes	No
2. Have one student accompany you on the job to see the kind of work you do?	Yes	No
3. Take a small group of 6-8 students on a tour of the place where you work?	Yes	No
4. Spend time with an individual student who needs positive adult contacts?	Yes	No

HOME-SCHOOL-COMMUNITY PROJECTS

Why?

Suggested here are a number of home, school and community projects through which students can undertake responsibilities that affect the welfare of others. Projects for the sake of projects have limited value. But there are tasks in the community that are not undertaken because no one seems to have the time, interest, or money—beautification efforts, attention to dependent persons, attempts to alleviate neighborhood pollution or erosion problems. Whatever project is appropriate in your neighborhood, it should stem from community needs identified by students. It is important that children see the worth and dignity of their own contribution to others. Through these experiences they begin to define their own worth and dignity as individuals.

How?

Planning is required if the students are to have the necessary materials for their projects. Many of these needed materials will be willingly donated by persons in the community. Students should receive both school credit and public recognition for their project efforts. School and community newspapers should be kept informed of their activities.

In addition, a student or group of students might also design a project that would establish a "mini" business or industry. Students would first search out a service or goods that persons in their community need and would purchase; then they would form a company and provide the service or goods. Such projects enable students to experience the process by which one generates an income. This adds to their confidence and their ability to cope with our complex economic system.

APPLIED LEARNING ACTIVITIES

Why?

Applied learning is really this—a chance for children to take what they know and put it to use, a chance for the school to meet the children's needs for actual and concrete experiences. The concept of applied learning asks that teachers set up activities like those of workers in career roles so that the children can practice work tasks and apply their knowledge and skills to the kinds of problems found in the outside world. In addition to offering alternative strategies for teaching basic skills, these activities introduce the child to technology. Technological tools and toys can help children begin to adjust to a technological environment. Teachers are not expected to be technicians themselves; they are expected to know where to look to find the experiences and expertise necessary to accomplish a specific purpose with students.

How?

The following steps are suggested for selecting and creating concrete activities for the class.

1. Go through one week's lesson plans in one or more content areas and list the concepts covered.
2. List the work roles that use these concepts to solve daily problems on the job.
3. Note which of the listed career areas are most appropriate for your students and/or most accessible within the community. (Although this latter consideration should not restrict career reference, it is easier to begin with the familiar and accessible and then move into other work roles.)
4. Determine how you can best translate these community resources into learning experiences for your students —by individual student interview assignments, by bringing resource persons into the classroom, by field trips, or by exploratory days on the job with a worker for individual students.
5. Translate the concepts into action in the classroom by planning a project or activity that will enable students, individually or in groups, to use subject area skills to solve practical problems in the career areas they researched. Resource persons and learning experiences, whether "real" or vicarious, tend to be forgotten unless the student can put his newly acquired information to use.

INTERRELATED LEARNING

Why?

The idea of the core curriculum is that all learning is related. *bread & butterflies* helps the teacher interrelate subject areas around real projects and problems. Most intermediate students need to see that all learning can be useful, relevant to their lives, and related to other kinds of learning. It is important for them to look at fifth-year science, for example, not simply as a prerequisite for sixth-year science but as a tool to be used along with language arts, mathematics, and other skills to solve problems in the real world.

How?

Tying subject-area concepts into a central theme or activity requires joint teacher planning. The applied learning and community projects suggested in the Curriculum Guide will often promote student motivation and enthusiasm that teachers can use to stimulate learning in the various subject areas. The Guide offers specific suggestions, but these should be seen primarily as examples. The best ideas will come from teachers' drawing on their current lesson plans and the needs of their students. Any subject-area teacher should find *bread & butterflies* useful, not only in meeting the career development needs of students but also in enhancing the skills taught in class.

ROLE-PLAYING

Why?

Getting children to step outside themselves for a while, to think through other people's problems and decisions, and to identify with many different situations leads them to a unique understanding and appreciation of others. Role-playing also gives students a chance to practice interpersonal skills when the stakes are not quite so high. *bread & butterflies* offers great potential for role-playing in the classroom. The dilemmas faced by children in the script can easily be translated to dilemmas faced by students in the class. The Curriculum Guide provides specific suggestions for role-playing activities as well as techniques for classroom implementation.

How?

Teacher preparation for role-playing takes only a little time, but it generally results in an activity that is productive and orderly. The following are suggestions. Think about the interpersonal or social concept you wish to illustrate (i.e., decision-making, planning, getting along with others). Decide on a situation and invent the characters. Briefly describe each character on a 3" x 5" card and give it to the actor who will portray that character. Set the stage for students. Describe for them how, why, and where the action is taking place and give them a few opening lines to get them started. Explain that they are to react as though they were these people being faced with this situation. Afterwards, see that classroom discussion centers around the concept or problem you wanted to emphasize, but also encourage spin-off ideas from the experience. After a few tries, students will be able to develop their own structures for role-playing.

GROUP DISCUSSIONS

Why?

Children need to share their experiences and feelings with others, to reflect upon those experiences, and to develop a vocabulary for relating self to others and to the world. Small group discussions can offer a comfortable, secure setting for sharing and learning. In almost every lesson the Curriculum Guide suggests small groups for project work and lesson summary. These strategies are key elements in enhancing career development at any level. They are part of the student-centered approach to learning, for they move the student into a position of personal responsibility for learning.

How?

The Curriculum Guide goes into detail on strategies and planning for successful group discussions. The sessions usually get quite lively when the talk centers around student experiences and contacts with adults in the world of work, but having a few key questions ready will insure that the discussion is productive. Examples of summary group discussion topics are listed at the end of most lessons. It is important to set aside regular times and places for group discussions. Guidance and counseling specialists can offer assistance in organizing the discussions and may even want to help by serving as group leaders until the students become comfortable in leadership roles.

how to use the *bread & butterflies* curriculum guide

The *bread & butterflies* Curriculum Guide is considerably different from most instructional program guides; it is a guide to a complete curriculum, not just to a series of programs. The material in the Curriculum Guide goes beyond the content of the programs to present a wide range of possibilities in career development. The lessons of the *bread & butterflies* Curriculum Guide are arranged to allow you, as a teacher, to integrate career development learning into your curriculum in a way that will provide the greatest benefit to your students.

Each lesson begins with two facing pages that contain an overview of the entire lesson. These pages consist of the following:

LESSON THEME.
LESSON GOAL.

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BEFORE THE PROGRAM. This provides "readiness questions" or activities to prepare the students for the concepts presented in the program. Teachers should consult this section well in advance, then give the questions or activities to the students immediately before the viewing.

THE PROGRAM. This gives a brief summary of what the students will see on the screen.

PURPOSES (Level One and Level Two). This states the purposes underlying the two levels of the lesson (see below).

KEY QUESTIONS (Level One and Level Two). This focuses on the most important concepts to be derived from the program. The questions here are drawn from the **Things to Consider** sections of **Levels One and Two.**

The remaining pages of the lesson are divided into the two levels. **Level One** is for beginners, students who have had little experience with career development and who need to reach an awareness of the concepts involved by discussing them and then participating in related activities. **Level Two** is for students who already understand the concepts, but need to practice using them and to develop an understanding of the consequences. Teachers should select the level that best meets the needs of their students. Readiness, not age level, is the criterion.

Each level of each lesson in the guide consists of these four sections:

THINGS TO CONSIDER. This includes questions about both the program itself and the broader concepts underlying the program. This section should be the springboard for class discussion immediately following the program.

SHORT-TERM ACTIVITIES. These are suggestions for activities that can usually be carried out in fifteen to thirty minutes. They are to be given to the students after the class discussion. The activities emphasize the key concepts of the lesson.

LONG-TERM ACTIVITIES. These are individual or group projects for periods of time ranging from a few days to several weeks. Extending beyond the immediate classroom, these activities relate to a wide variety of concepts and subject areas and can be made part of the on-going curriculum. They are intended to encourage students to transfer the key concepts into their everyday problem-solving experiences.

SUBJECT ACTIVITIES. This section offers teachers specific ways of applying career development concepts to their own teaching specialties. The **Subject Activities** usually relate to the **Long-Term Activities** for that level.

In some cases there is additional information to be found at the end of a lesson (grey page). These ideas are generally applicable to the complete Curriculum Guide, but are included with the most appropriate lesson.

TREASURE ISLAND

LESSON THEME:

SELF-INDEPENDENCE AND THE ECONOMIC SYSTEM

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LESSON GOAL:

To help students explore the process of producing income and to help them discover ways in which they can achieve economic independence by participating in the economic system now and in the future.

BEFORE THE PROGRAM

This program is basically about making money. List on the board students' responses to questions like:

1. When have you ever wished for something and needed a few dollars to buy it?
2. How do you get the money you need now?
3. How could you get more money?
4. How important is getting money now?
5. Have you ever thought about the need to earn money as you get older?
6. What do you need money for now?
7. What will you need it for in the future?

The program is also about three different kinds of people who try to earn money. As you watch the show, think about what they did to make the money and what you might do differently if you had their problem.

THE PROGRAM

The carnival is in town, the music is exciting, the lights are bright, and the rides are bigger and wilder than ever—and more expensive.

Ernie, Monica, and Bill face the age-old problem of big dreams and empty pockets. With encouragement from Ernie, the three friends part to earn eight dollars in two days. Ernie is enthusiastically confident, Monica is willing but uncertain, and Bill is pessimistic. Nevertheless, all three begin the search for a way to make money.

In interwoven stories, the children meet with the tasks, frustrations, and satisfactions of earning money. Each gets an idea from seeing others work, but they quickly discover that doing it yourself is not always as easy as it looks. Ernie's dog-washing service is hampered by difficulties in finding the right dog owners and by the less than eager cooperation of their frisky pets. Monica discovers that selling greeting cards as her sister does means purchasing materials—which means money—which means a loan (with interest) before she can even get started. And Bill's errand service is thwarted by a lack of salesmanship, self-confidence, and customers. But, to some extent, hard work pays off. Ernie's customer is pleased with his dog's appearance, and Monica's cards begin to attract buyers; Bill, however, seems to have met with failure.

When they reconvene at the carnival, all three have money. Monica and Ernie enthusiastically share their money-making experiences, but Bill is surly and closed-mouthed about the source of his funds. There is no way of knowing how Bill made his money or why he seems to be so ill-tempered and unhappy. "Come on! Let's go!," Bill insists, as the three disappear into the lights of the carnival.

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PURPOSES

Level One

As a result of the lesson, students should:

feel that they can earn money;

understand personal and economic factors that influence making money; and

see that making money involves some risks, responsibilities, and effort.

Level Two

As a result of the lesson, students should:

describe the decisions and plans considered by the children in the program who sought to make money;

describe risks involved in their own ability to make money;

express the confidence and desire to earn money;

list ways in which they can personally earn money; and

relate social responsibility to earning money.

KEY QUESTIONS

Level One

1. Which of the three children is most like you in his or her approach to a problem? Which is most different? Why?
2. How does Bill's fear of failure make it difficult for him to succeed?
3. Is feeling good about yourself and the things you do important in making money?
4. Did the children have to take any risks to earn money? What were they? What were the consequences?
5. What services or products can you think of that people might pay you to provide? What are the risks?
6. How many ways can you think of to earn money that you could do in the immediate future? (See page 14)

Level Two

1. How did Bill, Ernie, and Monica get their ideas for making money? What personal risks did each take to make money?
2. In the program Bill says that it doesn't matter how he got the money. How much does it matter in real life?
3. Have you ever been in a situation in which you were not sure of yourself? How did it feel? Did you discover new things about yourself?
4. How can your feelings about yourself increase your chances for success at a given task?
5. What talents do you have that would be most valuable to you or to a group in making money?
6. How would you find a way to make money in your neighborhood?
7. How does the phrase "it takes money to make money" apply to this program? Where could you get money to make money? (See page 17)

LEVEL ONE

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THINGS TO CONSIDER

How did the three children feel about having the money they needed? Why do you suppose Bill felt different from Monica and Ernie? Why do you think that Monica and Ernie made money sooner than Bill?

If you were Bill's friend, what would you have said to him at the supermarket that might have helped him?

Which of the three children is most like you in their approach to a problem? Which is the most different? Why?

Did the children have to take any chances or risks to earn money? What were they? What were the consequences? What else *might* have happened? Can you see yourself taking that kind of risk?

What service that people need did the children provide? What service or products can you think of that people might pay you to provide?

How many other ways can you think of to earn money? Do you now think that you can earn money?

SHORT-TERM ACTIVITIES

In many ways, Bill's fear of failure keeps him from succeeding. Have students suggest a different money-making situation so that they can role-play the customer and the salesperson, trying out roles guaranteed not to sell as well as the more persuasive approaches. Let the class as a whole criticize the various techniques. Discuss how feeling good about yourself and the things you can do plays a big role in making money and in making friends.

How confident was Monica of her ability to earn money? Have students role-play the scene between Monica and her sister, demonstrating how the sister's response could have been more helpful or less helpful. Discuss and role-play experiences in which students think that their behavior toward a friend helped that friend gain confidence or, conversely, lose confidence.

LONG-TERM ACTIVITIES

PURPOSES: The long-term activities should:

- provide students with the opportunity to experience the various methods in which adults make money in their community;
- involve students in the process of making money;
- relate school experiences to making money;
- enable students to identify various talents that are financially rewarding in the work world, in addition to the talents rewarded in school.

INTERVIEW PARENTS AND OTHER WORKERS

Have the students:

1. Determine information to be gathered and the sample to be interviewed.
2. Develop and practice interview techniques.
3. Contact subjects and arrange appointments.
4. Conduct interviews and record findings.
5. Report individual findings to the group.
6. Graph salary differences and various ways of earning money.
7. Compare local sample with sample of workers in another community.
8. Discuss personal characteristics that enhanced the interviewee's ability to earn money.
9. Summarize their experiences in class meeting.
10. Develop a permanent classroom display depicting the variety of workers observed.

CONSIDER WAYS TO MAKE MONEY

Students may consider ways that they could make money on their own (paper sales, recycling bottles, entertainment, crafts, house and garden chores) and determine a step-by-step plan to carry out the project.

SUBJECT ACTIVITIES

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All subject areas in this unit provide an excellent opportunity to look at how skills in certain subjects can be used to produce income.

SOCIAL STUDIES

SAMPLING TECHNIQUES. The purpose of these interviews is to help students obtain first-hand information about how adults in their community earn money. Have students suggest topics to be covered in the interviews. Include such things as:

- Work performed
- Skills required
- Average starting pay for the job
- Payment method (salaried or hourly wages)
- Goods or services produced
- Raw materials, products, or processes used
- Risks and investments
- Social responsibilities

Then determine which workers will give the class a fair sample of the working community, and determine the possible variables in the sample. The sample should include different sub-populations (women, minority groups, varying age groups) as well as a variety of occupational groups and levels. The class might develop a matrix like the one suggested to help them determine representation. Of course, the matrix will mean more if students suggest the categories themselves.

LANGUAGE ARTS

INTERVIEWS, OBTAINING AND RECORDING INFORMATION. Have students work in groups. Devise a simple questionnaire for students to use when interviewing adults about their work. Role-play interview techniques. Practice in class various ways that information can be recorded and reported, using brief notes as "memory clues," cassette tape recorders, instamatic cameras, and checklists. (Ask police officers or reporters how they record and report information.) Students may bring tools, gear, products, and catalogs to illustrate the work they observed.

USING THE TELEPHONE FOR BUSINESS. With mock telephone equipment, have students role-play the initial telephone contact with a worker, giving the following information:

- Identify the caller
- Purpose of the call
- Purpose of the interview
- Time length and place of the interview

CONDUCT INTERVIEW AND RECORD FINDINGS: Bring phone books to class to get the necessary information. Have students place their phone calls to their interviewees after school hours and report on their experiences during the next class period.

REPORTING INDIVIDUAL FINDINGS. Help students prepare their presentations to the class by offering suggestions on:

- how to organize a five-minute presentation;
- how to use artwork to illustrate the work setting of the worker they interviewed;
- how to prepare a slide show and/or cassette recording of sights and sounds on the job;
- how to prepare panel presentations of two or more students; and
- how to prepare simulated TV news interviews with students who visited interesting work sites.

	PROFESSIONAL			MANAGERIAL			TECHNICAL			SKILLED			UNSKILLED OR SEMI-SKILLED		
People who produce things															
People who fix things															
People who help others															
People who sell or persuade others															
People who create things (Artistic people)															
People who perform clerical and office work															
People who work with ideas															
People who work out-of-doors															
	Women	Minorities	Youth and older persons	Women	Minorities	Youth and older persons	Women	Minorities	Youth and older persons	Women	Minorities	Youth and older persons	Women	Minorities	Youth and older persons

Sample Matrix (See "Social Studies")

MATHEMATICS

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PERCENTAGES AND GRAPHS, COMPARING INCOMES.

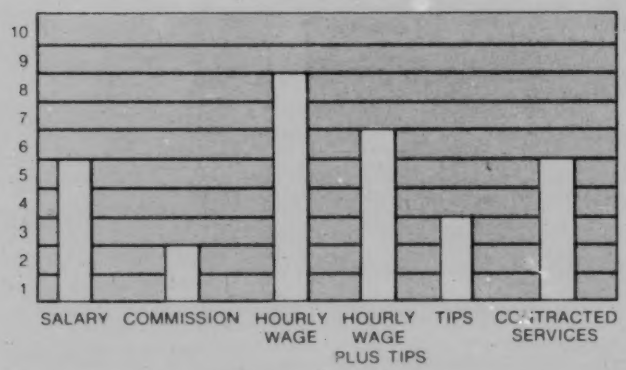
Discuss and compare sample starting salaries for the jobs observed by students. Compute the difference between straight salaries and commissions.

Explain contracted services and compute possible profit loss resulting from errors in estimated projected costs.

Compute how overtime pay and tips may affect hourly wage earners.

Discuss the reasons why some workers interviewed were paid more than others, relating skill level and responsibility to income level. Also consider work roles that are well paid because of demand, unattractive working conditions, or society's values (e.g., sports and entertainment).

Make a graph illustrating the number of workers observed according to the way they are paid. Graphs may also be drawn to show the relationship between responsibility and sample incomes, education or skill level and income, or other variables the class might suggest.



Sample Graph (See "Mathematics")

COMPARE LOCAL SAMPLE WITH SAMPLE OF WORKERS IN ANOTHER COMMUNITY. Send for or obtain from the local library, a newspaper from a town or city quite unlike yours in size, climate, and location. Have students compare those want ads with the local want ads to see the differences in salary and in what people do to make money. In what ways can the differences be attributed to natural resources, climate, location, and population density? What are the similarities between the two towns? What needs, products and services sold seem to be the same in both towns?

HEALTH AND PHYSICAL EDUCATION

RESPONSIBILITY FOR DEVELOPMENT OF PERSONAL HEALTH HABITS. If one of those interviewed was a company nurse, personnel director, or owner of a small business, invite him or her to class to talk about how mental and physical health can affect one's ability to earn money.

Discuss one's responsibility to one's own health and well-being. What specific health habits should the individual develop to increase the ability to participate in the economic system?

Be sure that students see clearly what being healthy has to do with making money. Have each student outline a personal health and physical fitness plan for the year and help them keep tabs on their own progress.

ART

DEVELOPING CLASSROOM DISPLAY. Make a collage, mobile, mural, or town model to depict all the ways that children observed adults making money in the community. Invite other classes to see the finished product and have students explain the significant aspects. Find a spot in the school or classroom for the project to be displayed.

ALL SUBJECT AREAS

CLASS MEETING. The group session should focus on what the students learned about themselves as well as what they learned about their community through the interview experience. Leading questions might be:

- How did you feel about contacting someone for a business appointment? Could you do it with less help next time?
- What did you learn about talking to adults? What pleased you most about the interview? What was the hardest part?
- What responsibilities did you carry out in the interview? Were there any risks for you? How did you get ready to handle the risks? How can this experience be useful to you in planning for other experiences?
- How do you think you will feel about talking to adults about their work in the future? What new thing did you learn about yourself from the interview?

LEVEL TWO

THINGS TO CONSIDER

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- How did Bill, Ernie, and Monica get their ideas for making money? In what other ways could they have found money-making ideas? How would you find a way to make money in your neighborhood? List the steps that each child went through to make money. What ideas would you suggest to them if they wanted to continue their project?

- Suppose that Bill was your best friend and came to you for help after his errand service failed at the supermarket. What would you say to him? Why do you think Bill seemed so annoyed with Monica's and Ernie's questions? What does money have to do with the way you feel?

- Compare Monica's mood at the end of the program with her feelings at the beginning of the program. What do you think she learned about herself from her experience? Have you ever been in a situation in which you were not sure of yourself? How did it feel to try something new? How can trying new things help you discover new things about yourself?

- What *personal* risks did each child take to make money? Suppose all three had failed. Which of the children do you think would be most likely to try again? Why? What are the personal factors that help people succeed?

- How does the phrase "it takes money to make money" apply to this program? How did Monica and Ernie get the needed capital? Where could you get money to make money?

- We all approach different tasks with different feelings about ourselves, depending on the skill and understanding we bring to the task. How can you increase your chances for success at a given task?

- What traits or talents do you have that would be most valuable to you or to a group in making money?

SHORT-TERM ACTIVITIES

ACTIVITY 1. Divide students into small groups of five to eight. Give each group the same written description of a money-making project. Have the group decide by consensus what will be needed to complete the project. The best project description will be one drawn from the students' own experiences. For example:

> The class wants to take a trip to the state capitol and picnic at a nearby state park. They have decided to raise the money by selling homemade baked goods. They need to raise at least $4.50 per person.
>
> Will your group be willing to help?
>
> What jobs will have to be done?
>
> What materials will be needed?
>
> Plan the first three steps your group will undertake.

ACTIVITY 2. In the program Bill says that it doesn't matter how he got the money. How much does it matter in real life? What obligations do we have to others in how we earn money? Divide the class into four groups and give them the following four cases or ask them to make up similar instances drawn from their own experiences. Have the groups rank the individuals in the four cases according to how well they fulfilled their responsibilities to others. Compare and discuss reasons for the order chosen.

> CASE A. Charles, a high school senior, is selling drugs to junior high students to make enough money to buy a car and good clothes so he can apply for a job as a salesman. He wants a job because his kid brother is living with an aunt out-of-state. If he and his mother had a little more money, they could bring him back home.
>
> CASE B. Susan babysits to make money. She thinks it is a good way to make spending money because she can still have a good time—she has her friends meet her at the clients' houses. Once a baby hurt himself when Susan left him unattended, but he stopped crying before his mother returned, so the mother never knew the difference.
>
> CASE C. The school has asked that all students who wish to participate in field trips bring money to purchase school insurance. Reba does not want to admit to the teacher that she can't ask her mother for the money. A woman has left her wallet on the store counter. Reba slips the wallet into her purse and calmly walks out the door.
>
> CASE D. The grocer in a non-English-speaking neighborhood picks up extra money by diluting the milk, selling older meat that should be discarded, and overcharging on sales tax. He says that this is necessary. His costs are soaring because of robberies, and the people simply can't pay higher prices. If he loses money and has to go out of business, there will be no food store in the neighborhood, and the people need his services.

Having ranked the four cases, the groups might answer these questions.

- How would you have handled the four problems?
- What would you do if you had their problems?
- Pretend that you are the injured party in all four cases. Explain your feelings to your best friend.
- What does your ranking tell you about your feelings toward earning money?

LONG-TERM ACTIVITIES

PURPOSES: The long-term activities should:

involve the students in establishing and operating an on-going class business;

make students aware of how work in the class business resembles work done by adults in the community;

help students see the relationship between money and life style;

offer students an opportunity to participate in a task-oriented group and to evaluate their roles as members of a group.

OPERATE A CLASS BUSINESS

Students should:

1. Identify a need for goods or services that the class might provide.
2. Observe how adults work together in groups.
3. Plan and organize the company.
4. Set up a bookkeeping system.
5. Secure materials and resources needed.
6. Develop an advertising campaign.
7. Evaluate the enterprise in operation and adjust plans to make needed changes.
8. Issue a company report and pay dividends (if any).
9. Rotate jobs and responsibilities within the company and discuss individual feelings about different work roles.
10. At the end of the quarter (or other period of time chosen), dissolve the company.

OTHER SUGGESTED LONG-TERM ACTIVITIES

Study tax structure and figure taxes on the profits of the class corporation, or a sample individual income.

Encourage students to engage in individual money-making ventures and report their progress to the class.

Ask one or two students to compile a history of the development of the company by making photos or slides of the various steps and activities of the class. Have students use the presentation at a parents' meeting, faculty meeting, or in another class to summarize the group's experiences.

SUBJECT ACTIVITIES

In all subject areas this unit provides an excellent opportunity to look at how skills in certain subjects can be used to produce income.

SOCIAL STUDIES

POLLING AND PUBLIC OPINION, MAPS AND GRAPHS. Plan and carry out a community survey to determine what goods or services the community would purchase if they were provided. (School or community newspapers, home and community services, recycling and reselling discarded items, as well as the manufacturing of toys and unusual crafts have all been successful businesses for intermediate students.)

Devise a simple survey form to determine consumer reaction to certain services or products. Bring retailers into the classroom to discuss how they read the consumer market. In larger cities, market analysis firms may be able to share sample survey forms and other polling techniques. Maps, charts, and graphs should be used in planning and in recording and analyzing data.

GROUP ORGANIZATIONAL PATTERNS. In teams of twos or threes have students observe and interview work groups in the community (business groups, civic organizations, volunteer committees, units within large corporations). Note and discuss in class how groups identify needs, plan, reach agreement, assign tasks, solve problems, and share rewards. Also, note what community and social needs are being met by these groups working together.

PLANNING. Invite a self-employed person from the community to discuss considerations and decisions to be made when starting a business. The class should determine:

what steps to take to accomplish the task;

what work roles need to be established;

who is going to perform specific individual and group tasks; and

what rules and management structure the company will need to operate.

Planning charts such as the one shown may be drawn by students to help them keep track of their plans and progress.

Depending on the nature of the business, consider such options as assembly line processes, selling stock in the company to acquire needed tools and raw materials, marketing and advertising, customer relations, sales, packaging, and distribution.

OBJECTIVE	TASKS	PERSON/GROUP RESPONSIBLE	TARGET DATE
I. Obtain Needed Capital	1. Determine costs	Math/Accounting Unit	
	2. Draw up stock certificates	Art & Display Unit	
	3. Determine how many shares must be sold at what cost	Math/Accounting Unit	
	4. Sell stock at given price	Sales Unit	
II. Acquire Raw Materials	5. Conduct comparative cost study for needed items	Accounting Unit	
	6. Purchase needed items and bring to class	Production Management Unit	

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Sample Planning Chart (See "Social Studies")

LANGUAGE ARTS

DESCRIPTIVE/PERSUASIVE COMMUNICATIONS. Devise an advertising campaign with posters, letters, and any other forms of communication available to sell the company product or service. Discuss persuasive versus descriptive and informative language styles and techniques. Explore the use of pictures in communication and persuasion. Discuss how certain persuasion techniques appeal to a specific audience depending upon age, interests, etc.

LANGUAGE ARTS AND MATHEMATICS

PERIODIC AND SUMMARY REPORTS. Issue periodic reports to stockholders and interested members of the public reporting tasks accomplished, projected activities, and the current balance sheet of the company. Dividends should be calculated and paid to stockholders on a predetermined schedule.

MATHEMATICS

RECORD KEEPING. Set up accounting and bookkeeping procedures for the business. Invite a banker to talk to the class about the services banks offer to small businesses like the class corporation. Set up a corporation account and/or individual savings accounts in the classroom or with a bank and talk about how money can make money. Compute interest rates, checkbooks, and bank statements. Consider the potential costs to the corporation or to the individual of simple errors in computation.

CONSUMER AWARENESS, COST ACCOUNTING. As students list items needed to carry out their money-making group project, suggest that various students take the list to different suppliers and record the prices for each item. Bring the price lists back to class and determine how much the least expensive supplier will save the group. Discuss what this means to students as consumers.

Groups can write up the real math problems they encounter in their project and present them to the class as a whole to be solved. The class could compile their own "math book" throughout the year, drawn from group and individual money-making projects and problems.

ALL SUBJECT AREAS

CLASS MEETING. Divide the class weekly into their work groups. Have students check the planning charts to compare expectations with accomplishments, and evaluate the work done.

Discuss the roles played by group members to accomplish the tasks. How is the group's organization and work similar to adult organizations? How are decisions being reached within the group (by decree, by vote, by consensus)? How is that process similar to decision-making in adult organizations?

NOTE: For additional information on helping students look at their own roles within a group setting, see the Instructional Resource Package for *bread & butterflies.*

Students should have the opportunity to try out different roles within the company and to compare their performances at the various tasks. On a regularly scheduled basis, students should be responsible for training other students for their jobs, while they in turn learn new work roles. The purpose of this is to help students identify the differences between tasks, to express their feelings about themselves in various work roles, and to begin to identify their own interests, strengths, and weaknesses as they relate to a variety of work functions.

GOING OUT OF BUSINESS

1. Convert everything on hand into cash, including raw materials, inventory, and tools.
2. Pay all loans, debts, and outstanding bills.
3. Compute dividends to stockholders.
4. Repay stockholders original investment plus dividends.
5. Prepare and distribute final report.

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WORKING IN GROUPS

WHY?

WORKING IN GROUPS HELPS STUDENTS:

- understand and practice interpersonal skills and group dynamics;
- develop confidence in sharing ideas and feelings among friends;
- learn to appreciate the contributions of others; and
- cooperate in planning and carrying out a joint effort.

GROUP ORGANIZATION

- Select members randomly
- Include five to eight members per group
- Schedule regular meeting times and places
- Specify pre-determined length of time for group sessions
- Strive for a stable group membership

MAKING IT WORK

1. Teacher explains purpose of group work.
2. Class discusses group experiences (clubs, sports, gangs).
3. Teacher explains the task for the groups.
4. Groups carry out tasks.
5. Teacher should encourage students to suggest their own norms. For example, talking about what makes one uncomfortable among others leads to norms against ridicule and judgment, or admitting the frustration of being ignored encourages the group to give each member a chance to be heard.
6. Teacher should allow at least five minutes per session for each group member to summarize his own experience within the group.
7. Groups should not be graded by teacher. Groups should assess their own performance according to whatever goals they have set for themselves.

STRUCTURING GROUPS

To get the students working together quickly, set up group activities formally at first. Outline steps in the decision-making process, setting a time limit for each step. When time is up, proceed to the next step. Have thirty seconds of silence before each step is begun to give each member a chance to think of a response. This insures that each member will contribute to the group. Suggested steps:

1. Each member states the problem as he sees it. (Two and a half minutes)
2. Each member offers a suggested solution with no response from others. (One minute per member)
3. Group weighs options offered, projecting results of each. (Ten minutes)
4. Group makes four choices and projects results. (Five minutes)
5. Group ranks selected options. (Five minutes)
6. Group reports ranking to the class and explains choice. (Three minutes)

For more information on groups in the classroom, suggested group activities and games, norm and goal setting, see the Instructional Resource Package for *bread & butterflies.*

WORK MEANS...

LESSON THEME:

WHY PEOPLE WORK

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LESSON GOAL:

To help students understand a variety of attitudes (including their own) toward work, and to explore the significance that work has for the development of individuals and society.

BEFORE THE PROGRAM

Select a previewing activity corresponding to the background experience of the class and their ability to understand people at work. For example:

1. Ask each student what work means to him or her, allowing for both positive and negative responses. List all responses on the board. Ask students to watch for new ideas to add to the list after the program.

2. Interview a panel of school workers to find out what work means to them. List their responses on the board and ask students to look for contrasts and comparisons.

3. Have students scan local newspapers and national weekly news magazines to identify social needs and problems confronting the community and the nation. Discuss how work can help meet society's needs as well as the needs of the individual. Ask students to watch for examples in the program of individuals who are benefiting society, as well as satisfying their own needs.

THE PROGRAM

What does "work" mean? In science it means "force or energy passing from one thing to another." But it's not so easy to define when it comes to people. In *Work Means . . .*, Marcie, a junior high student writing a report, asks the question, "What does work mean to your life?" Everyone she asks gives a different answer. To a musician, work is a way to find his identity, a means of self-expression, and requires dedication. An elderly man who now is a school crossing guard sees all work as enriching. A recreation director sees work as a chance to make a difference, however slight, in the problems facing the community. A cab driver interprets work as everything you do that gives your life meaning. The meaning of work seems to be a very personal thing—"it's whatever you put yourself into."

Work Means . . . is about people; why they work and how their work benefits others as well as themselves. But the program also emphasizes two other concepts. First, work can be fun. In fact, much adult work is similar to the play activities and interests of children, and we see a number of examples in the program. Second, all work fits together in society to solve problems and to get things done.

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PURPOSES

Level One

As a result of the lesson, students should:

learn more about why people work;

understand their own feelings of satisfaction gained from work;

understand that a person's career may satisfy personal needs not held by others;

see that work and career include non-paying activities;

understand the similarities between the work they do and adult work.

Level Two

As a result of the lesson, students should:

see that work can provide a means for developing and expressing themselves;

understand the similarities and differences between work and play;

understand how the work people do can be a tool for positive social and environmental change;

understand how the word "career" relates to their own life plans;

recognize the boredom, frustration, and lack of meaning that some people experience in their work.

KEY QUESTIONS

Level One

1. What did work mean to the people you saw in the program? What were their reasons for working? What new ideas did the program give you to add to the list you made before the program?
2. The crossing guard says that all work becomes part of you. What does he mean by that? How does the work you do in school and at home influence the kind of person you are? How long will your work remain part of you? Why?
3. What work did the taxi driver do other than drive a cab? What other non-paying work can you think of that adults do? What are some non-paying jobs you do?
4. What did you see children doing in the program that was similar to the work of adults? What activities or play do you do now that is like some adults' work? How could your activities lead to a career role?
5. "Work has got to have meaning. It's a way to grow, to discover myself, to help build a better community. It gives life meaning. And work is whatever you put yourself into." Do you agree with Marcie's definition? What would you add? (See page 24)

Level Two

1. What activities did you see people in the program doing that some people do in their leisure time for fun? What do you do that is fun or a hobby that could become a career for you?
2. After listening to the people in the program, how would you define work? How is your work as a student contributing to your career? How can knowing what rewards are important to you help you think about the careers that might suit you?
3. What reasons do you think people have for changing jobs? How do some people get into the wrong jobs? Why are some jobs right for some people and wrong for others?
4. How are people's values reflected by their work? Why is it important to find a work role that is personally satisfying? (See page 26)

LEVEL ONE

THINGS TO CONSIDER

- What did work mean to the people you saw in the program? What were their reasons for working? What new ideas did the program give you about reasons people work? Look at the list you put on the board earlier. What new ideas could you add now? What different kinds of work have you done—at school, at home, in your neighborhood? Which one of the people in the film made you think about how you've felt about the work you've done? Have you ever built or made something? How did you feel once you had finished? Have you ever done something that you felt really helped someone? What satisfactions did that give you? What is the difference between that feeling and the feeling you get when you finish a project or homework assignment?

- The crossing guard says that all your work becomes a part of you. What does he mean by that? How does the work you do in school and at home influence the kind of person you are? How does it influence what others think about you? How does your work as a student become a part of you? How long will it remain a part of you? Why?

- Do you think the cab driver and the musician would have exchanged places even if they had the same talents and abilities? Why? In what ways were they different? (The teacher might reflect on student descriptions of these differences to show how driving a taxi might suit the needs of the cab driver and not of the other people interviewed. The same discussion can relate to how two cab drivers might get entirely different satisfactions from the same work.)

- How did the taxi driver define work? ("Your work is everything you do that gives your life meaning.") What work did he do other than driving a cab? What other kinds of non-paying work can you think of that adults do? What are some non-paying adult careers? (Housewife, Scout leader, church worker, civic worker.) What kinds of non-paying work do you do?

- Have you ever wanted to help and not been allowed to? How did you feel when you were told "no"? How do you suppose people who can't find work feel when they are told "no"? What do you think are the most important reasons, other than money, that people want to work? What do you enjoy most about the work you do? What did you see children doing in the program that was similar to the work of adults? What activities or play do you do now that is like some adults' work? How could your activities lead to a career role?

- Look at Marcie's closing paragraph: "Work has got to have meaning. It's a way to grow, to discover myself, to help build a better community. It gives life meaning. And work is whatever you put yourself into." How does her definition fit your work as a student, a family member, a community member? What other reasons would you add if you were summarizing Marcie's paper? How have school or community roles helped you to grow and discover more about yourself?

SHORT-TERM ACTIVITIES

Have the class draw up a list of rewards or satisfactions to be gained from working. (See Sample Questionnaire below.) During the week, they should ask at least three working adults to rank the list. At the end of the week, students might: compile their results to see what rewards are most generally valued; compare the results to see the broad range of worker satisfactions; and analyze the results for any trends or characteristics of workers of a certain age, career field, sex, etc. Students might also rank the items themselves to see how their feelings compare with the adult responses. (There are no right or wrong, good or bad answers when it comes to personal feelings.) Of particular interest would be the rankings of any students who have worked outside the home. Those students might be asked to comment on how their feelings about work changed after they had worked for a while. If there are no such students in the class, perhaps someone could be invited as a resource person from another class. Satisfactions of working outside the home could also be compared with satisfactions gained from working in the home.

Sample Questionnaire

(Our class is studying the many reasons why people work. Please rank these items in order of their importance to you. The columns on the right may help you sort out items faster.)

	Rank (1, 2, 3 Etc.)	Very Important	Important	Not Very Important
A chance for promotion, opportunity to accomplish something				
Staying busy; having something to do with my time				
Being in charge, being my own boss				
Chance to use my abilities; recognition; status				
Variety of tasks, something different all the time				
Chance to help others				
Security				
Pay				
Good working conditions				
Good people to work with; responsibility, making decisions				
Working alone				
Learning new things				

NOTE: Be sure to encourage students to include volunteer workers in their poll to illustrate why people work even when they receive no pay.

LONG-TERM ACTIVITIES

The purpose of this activity is to involve students in experiences that provide a variety of satisfactions and rewards.

THE SCHOOL AS A WORK SETTING

Select a variety of work settings or projects around the school and arrange for each student, or pairs of students, to spend a week or longer in that particular work role for at least an hour of class time each day. Arrange for a resource person to meet with the student for job orientation and instructions prior to the experience. As much as possible, students should have the opportunity to select the kind of job they would like to have. Think not only in terms of assistant-type jobs, but also those jobs that are not done because of lack of time or staff. Even the smallest schools could supply work stations like:

- clerical assistants to office and teachers;
- one-to-one reading tutors for primary grades;
- grounds maintenance and improvement;
- construction and installation of playground equipment (e.g., brightly painted old tires buried in the ground side by side at different levels fascinate small children as something to run on);
- interior decorating (paintings, bulletin boards, wall murals, curtains to brighten some spot in the building);
- learning games, tools, blocks, art aprons for smaller children (check libraries, teaching magazines, and primary teachers for ideas and instructions);
- building maintenance;
- physical education assistants for primary grades;
- repair shop for primary classroom toys, games, equipment, and furniture.

Students should keep brief daily logs of their experiences, tasks, and feelings and report back to the group at the summary class meeting on the project.

SUBJECT ACTIVITIES

Subject areas should focus on the particular skills used by individual students in their work. Course credit and classroom recognition for reporting the use of subject area skills could reinforce the students' understanding of the importance of course content on the job. Subject area specialists could also discuss how certain careers tend to provide specific satisfactions. (Music and art—expressing ideas; social studies—service to others; etc.)

MATHEMATICS

FRINGE BENEFITS. Classes could explore financial rewards and security by studying policies and procedures for computing fringe benefits for workers in the school.

SOCIAL STUDIES

WORKERS' RIGHTS. Look at legal guarantees for minimum wage, job security, and financial security for retirement. Social security and minimum wage laws, tenure policies, union negotiations, due process decisions regarding termination of employees, and seniority policies could be surveyed to illustrate how the social structure deals with workers' needs for personal security. Guaranteed job security could also be looked at as one of the reasons why people can comfortably seek other satisfactions from work and demand personal rewards for their efforts.

ALL SUBJECT AREAS

SUMMARY. Have students discuss in class their work experiences in the school in terms of:

- the tasks involved;
- the skills used to accomplish the tasks;
- the nature of the work (working with people, working out-of-doors, creating things, solving problems, helping others, etc.);
- the satisfactions gained from their work;
- the different kinds of satisfactions experienced by the members of the class.

LEVEL TWO

THINGS TO CONSIDER

Looking at the list of reasons for working that were discussed before the program, what would you add now? How did the people in the program influence the lives of others? Who had the greatest impact on society? Why? What social problems were being solved through work?

What activities did you see people in the program doing that some people do in their leisure time for fun? Why did the basketball players say that a lot of work can be fun? What other examples can you think of where some people do for fun what others do for pay? Why do you think they do those things? What satisfactions do they derive from those activities? What do you do now that is play or a hobby that could become a career for you? After listening to the people in the program, how would you define work or a career? How is your work as a student contributing to your career? How can knowing what rewards are important to you help you think about the careers that might suit you?

What reasons do you think people have for changing jobs? How do some people get into the wrong jobs? Why are some jobs right for some people and wrong for others? What did the people in the program consider to be the important rewards of their work? What did their answers let you know about them as people? How are people's values reflected by their work? Why is it important to find a work role that is personally satisfying? Can work be satisfying all the time? Think about some of the people you saw in the program. What do you think their "bad days" are like? What are some of the things that can go wrong at work? What are some ways people can be sure that their work has more positive than negative aspects? Do you think that all people are as satisfied with their work as the people in the program? Why? What causes some people to be unhappy with their work?

What did the different people in the program feel that they were doing with their lives? How did their work give them a chance to do what they wanted? How did work give them a chance to grow? How does your career as a student give you a chance to grow, and to express your own interests, ideas, and abilities? What career do you think would most let you be yourself? Why?

List the reasons that Marcie put in her paper for why people work. Can you add any reasons? Next to each reason, list the career role you saw in the program that gave the worker a chance to receive that reward. Now see if you can think of adults in your community who experience similar satisfactions. Now think of work done by students that provide the same rewards. Discuss similarities and differences between student work and adult work. Rank the five reasons you think would be most important to you.

SHORT-TERM ACTIVITIES

Give a short test to the class on something they have recently studied. Take up papers and quickly grade and return half of them. Explain to the others that their papers may be graded next week or next month, but it is doubtful that they will know the results soon. Explain that for them the value of the test should have been simply what they learned from taking it. From their reactions (probably their protests) begin to discuss workers who seldom get a chance to see concrete results of their efforts (teachers, counselors, social workers, clergymen, etc.). Contrast the satisfactions derived by these workers with the satisfactions of workers whose work results in a tangible, finished product. Have students consider how important concrete evidence of achievement is to them. Discuss the difference between extrinsic (material, outside) and intrinsic (personal, inner) satisfactions. Students might look at a list of possible work rewards to distinguish between intrinsic and extrinsic rewards, and recall examples from the program as well as from their own experience.

LONG-TERM ACTIVITIES

The purpose of this activity is to increase student interest in work as a vehicle for social change.

ANALYZING SOCIETY'S PROBLEMS

As a class, make a list of social problems confronting society today. The list could be expanded by consulting magazines and newspapers, libraries, and television and radio broadcasts. In small groups students could rank the problems listed in order of their importance. Each student in the group might then select one of the areas of concern, and prepare a report for the class. The report might deal with:

- nature and extent of the problem;
- effect of the problem on the local community;
- trends and outlook for the problem;
- different people who are trying to alleviate the problem through their work;
- number of jobs dealing directly with the problem;
- skills needed to affect the problem;
- what students can do to affect the problem.

The reports could be in the form of: photographic essays; sketch books; taped or written interviews with workers in the field; charts; maps; poetry; short stories; oral presentations; speeches designed to persuade; newspaper stories; or any other medium that the students wish to use. Students might also be permitted to choose their sources of information (e.g., library research, community resources, mass media, observation in school and community).

SUBJECT ACTIVITIES

Subject area emphasis could be given to solutions to these problems using skills acquired in the various content areas. In looking at jobs that deal with social problems, students could investigate the information and experience needed and the course of study that one would most likely pursue to acquire the necessary information.

Me, Myself & Maybe

LESSON THEME:

SELF-CLARIFICATION

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LESSON GOAL:

To help students increase clarification and acceptance of themselves, of their uniqueness and behavior, and of their evolving values and aspirations within the larger society.

BEFORE THE PROGRAM

To develop a framework to examine themselves, students need a basic understanding of the meaning of such terms as *abilities, interests,* and *values.*

- *Abilities*—List several specific things that students could be expected to do, such as math problems, physical activities, or musical skills. Have students indicate the activities that they feel they can do and review questions like these:

  What are some things you can do that are not on this list?
  What is something you can do now that you could not do a year ago? A month ago?
  Do you think you will be able in the future to do some things that now seem very difficult?

- *Interests*—Establish an understanding of this concept through questions like these:

  If you were given free time today to read or watch TV, what kind of book, magazine, story, or TV program would you pick?
  With one hour of free time to spend outdoors, what would you do? What is your favorite weekend activity?
  If your teacher said you could study any subject you wanted, which subject would you choose?

- *Values*—While interests indicate what one might prefer to do, values serve as standards by which one may judge the "rightness" or "wrongness," the desirability or worth of objects, actions, or decisions. Ask students to judge a situation drawn from their own experiences according to what seems important to them. Then help them define values in light of their responses (e.g., honesty, loyalty to friends, dependability). For example: What if the teacher gave a homework assignment to be worked *independently,* and your best friend calls you and asks for the answers?

THE PROGRAM

Ann is frustrated. She wants very much to be a part of the pantomime game that the class enjoys, but something inside her prevents her from participating. She can't bring herself to volunteer.

Then Aunt Cathy comes to town in search of a new career, a new apartment, and new things to do. At first Ann is reserved and unsure of herself, but she quickly warms to Cathy's confidence and enthusiasm. When Cathy discovers that Ann might be interested in art, she buys her niece a macramé kit: the bundles of little strings and beads begin to take shape. New ideas are also taking shape—"Lots of things are possible if you go ahead and take a chance" and "You only figure out what you can do by trying things."

Eventually the "I want to" side of Ann conquers her "I'm afraid to" side, and her pantomime performance and macramé necklace win approval.

Presenting her aunt the masterpiece she had made, originally for herself, Ann smiles with obvious pride. "I can make another," she says.

"I'm sure you can," Cathy responds.

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PURPOSES

Level One

As a result of this lesson, students should:

see how exploring values, interests, and abilities can lead to a better understanding of self;

increase their understanding of a variety of personal characteristics in themselves and others;

be able to identify new abilities or interests that they might develop to expand their awareness of what they can do and of what interests them.

Level Two

As a result of this lesson, students should:

be able to state ways in which they might find out more about themselves;

see how their own images of themselves are affected by the reactions of others to them;

see how their reactions to other people may influence how those people see themselves;

understand that individuals have substantial control of both the image they project and how others view them;

understand that discovering new things about themselves involves a certain amount of risk.

KEY QUESTIONS

Level One

1. Ann changed from thinking she could not make a necklace or be in the pantomime to feeling that she could. How can discovering new things to do change the picture you have of yourself?
2. Where did Ann get the clues that led her to discover new things about herself? How would you uncover clues to new ideas about yourself? What do you think you might be good at?
3. How do you feel about yourself when you discover a new thing you do well?
4. What talents or interests did Ann have that made her special? What about you? How do your interests, abilities, and values make you a special person—not exactly like anyone else in the world?
5. Which of your abilities or interests could you develop into new skills? In what ways would you be creating a new you? (See page 30)

Level Two

1. How would you describe Ann in the beginning of the program? At the end of the program? How has she changed? Is Ann unusual, or do we all have times when we have doubts about trying something new?
2. How accurate was Ann's original picture of herself? Do most people have an accurate sense of their abilities and interests? How can you find out new things about yourself?
3. Can you name one activity you could try to test a new interest or idea? How could that information help you make a decision within the next year?
4. Why do you think Cathy was successful in getting Ann to try new things? What does the way you treat others have to do with the way they feel about themselves?
5. How much does your image of yourself depend on how other people act toward you? Can you change the way people react to you?
6. How would you decide whether trying something new was worth taking the risk of being wrong? Do you think it is worth taking a risk to try some things rather than others? (See page 31)

LEVEL ONE

THINGS TO CONSIDER

Ann changed from thinking she couldn't make a necklace or be in the game to feeling that she could. What made her change her mind? How did Ann's picture of herself change? Aunt Cathy said, "You are what you do and what you like." What do you think she meant by that? How can discovering new things to do change the picture you have of yourself?

Do you think Ann's earlier feelings about herself were accurate? Did Ann really know very much about herself? What were some ways suggested in the program for people to learn more about themselves?

Remember when Aunt Cathy asked Ann if there were an actress, a writer, or a disc jockey hidden inside? What did Ann do to find out? What did being in the pantomime game tell her about the actress hidden inside?

Where did Ann get the clues that led her to discover new things about herself? How would you uncover clues to new ideas about yourself? What do you think you might be good at? What really interests you? Which of these abilities or interests could you develop into new skills? In what ways would you be creating a new you? How could knowing what you're good at help you in the future?

What feelings were important to Ann as she struggled to get herself to try new things? Why did she have trouble finding the courage to try? What was she risking? What was the result of the risks she took? How were her feelings like those of others when they try new things? How do you feel about yourself when you discover a new thing you do well?

What talents and interests did Ann have that made her special? What about Aunt Cathy? What about you? List on a piece of paper the things about you that make you an interesting person to know. If everyone in the class listed one thing that interested him or her, how many different answers would you get? How many people would give the same answer? How do your interests, abilities, and values make you a special person—not exactly like anyone else in the world?

SHORT-TERM ACTIVITIES

Help students look at the characteristics that make up one's self-concept by asking the question: "What do you have to know about someone before he or she can be your best friend?" List the responses on the board. Students might write a brief description of themselves based on the characteristics listed on the board. The list of characteristics could then be used as a check list for students to examine the qualities of a good student, a good employer, a leader, or a valuable community member.

LONG-TERM ACTIVITIES

The purpose of this project is to help students become aware of how everyday activities and experiences can contribute to self-understanding.

THE ME I AM DISCOVERING

Each morning give students ten or fifteen minutes to answer a few questions about the previous day's experiences. For example:

What did you learn about yourself yesterday?

What did you try that was new for you?

What was the nicest thing that happened to you?

What was the nicest thing you did for someone else?

What new skill did you try?

What was the prettiest thing you saw?

They might keep their daily record in a notebook just for themselves and, at the end of two weeks, summarize their responses in a poem, a play, or a story titled "The Me I Am Discovering." Some students may want to share their creations with the class. A collage, mobile, or drawing that illustrates new insights students have developed about themselves is another way of sharing discoveries. On the basis of these discoveries, students might write letters recommending themselves for jobs that are interesting to them. The letter of recommendation could be written from the viewpoint of someone chosen by the student who knows the student well. The letter could refer to the student's interests, abilities, personal characteristics, and previous experiences.

SUBJECT ACTIVITIES

Teachers might begin class each day during the two-week project by asking students to relate their responses to different areas of interest. "Who discovered something new by exploring the world outdoors?" might relate to science, while "Who tried a new skill?" could relate to mathematics, English, physical education, etc. The students' focus on the development of new skills and aptitudes within subjects could be sharpened by using these questions as a summary during the last five minutes of each class.

LEVEL TWO

THINGS TO CONSIDER

- How accurate was Ann's original picture of herself? Do most people have a fairly accurate sense of all their abilities and interests? How can you find out new things about yourself? Does discovering new things about yourself go on for the rest of your life? Can you name one activity you might try to test some new interest or idea about yourself? How could that information help you make a decision within the next year?

- Why do you think Cathy was successful in getting Ann to try new things? In what ways does Cathy treat Ann as you would like a friend to treat you? How do you think Cathy felt about Ann? What if Cathy had ignored Ann? What does the way you treat others have to do with the way they feel about themselves?

- Has someone ever been very encouraging to you? Have you ever had anyone severely criticize you? How would you have described yourself after each of these experiences? How much does your image of yourself depend on how others act toward you? Can you change the way people react to you?

- How would you describe Ann in the beginning? How would you describe her at the end? In what ways has she changed? Aunt Cathy told Ann, "You've got to give yourself a chance." What if Ann had said, "I'm too shy to try. I can't help it. I'm just like that." What would you have said to Ann then?

- Ann seemed to be very hesitant to try anything new. She seemed to be convinced that she would fail. Is Ann particularly unusual or do we all have times when we have doubts whether or not we should try something? Have you ever decided to try something you wanted to do in spite of the fact that you were afraid you would not be able to do it? How did it turn out? How did you feel about it? What if you volunteered an answer in class and then found out you were wrong? How would you overcome the tendency not to try anymore? What would you gain by trying again? Do you think it is worth taking a risk to try some things rather than others?

SHORT-TERM ACTIVITIES

A list of descriptive phrases might be used to help students look at the image that they have of themselves, and to help them understand how others see them. Have students devise their own list. Here are a few starters:

Are you a person who:

1. Sticks up for friends?
2. Enjoys being in charge?
3. Likes to have teachers praise you?
4. Sticks with a task until it's finished?
5. Likes to be out-of-doors?
6. Enjoys playing team sports?
7. Is good at several different things?
8. Will try something new just for the challenge?
9. Waits until the last minute to do things?
10. Prefers to be alone a lot?

After the list is complete divide the students into groups of three. Have them write "yes," "no," or "sometimes" next to each phrase. Then ask them to fold back their papers so that their answers don't show and exchange papers. Have each student in the group guess how the other two responded to each of the phrases. Then compare notes, discussing the messages we send and how they are received. (Based on an activity included in "Value Clarification," by Sidney Simon and Sara Massey, in *Educational Leadership*, May, 1973, pp. 738-739.)

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LONG-TERM AND SUBJECT ACTIVITIES

The purpose of this activity is to encourage students to look at their own abilities, interests, and values and to select learning experiences in school or in the community that would help them test their abilities, interests, and assumptions.

GETTING TO KNOW MYSELF AND OTHERS

Set up interest groups like the following, or use others recommended by your students:

a. Sports, physical activities, and outdoor games
b. Work roles in the home and community
c. Arts and crafts, music and drama, photography
d. Pets, wildlife, nature study
e. Social skills (making friends, organizing people, entertaining)
f. School subject skills (language arts, mathematics, etc.)

Each group should make a list of abilities that are important for people to have in each area of interest. A second list could show possible activities for each topic. After the committees have reported, expand the lists by asking the class as a whole to contribute. The finished lists for each area could be written on posters for display around the room. Students could then use "temperature charts" to discover their own interests. These charts will help them rate their own interest level, present ability, and desired ability. With the help of the teachers whose subject areas relate to the skills involved, students could work out a plan of action (a prescription) to make desired changes in their ratings. They might "contract" to learn one new thing about whatever new activity or goal they select. Contracts could include: learning new skills from people in the community as well as from people at school; being involved in new group activities (which may or may not be connected with the school); or participating in activities involving family and home. Students should be encouraged to think of as many options as possible. Students might also set standards to help judge their progress.

SAMPLE "TEMPERATURE CHART"

	How interested am I?	How important is this to me?	What is my ability now?	What would I like my ability to be?
Very high				
Fairly High				
Average				
Fairly low				
Very low				

Interest area _____

Plan of action _____

decisions, decisions

LESSON THEME:

DECISION-MAKING

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LESSON GOAL:

To help students apply the decision-making process by selecting and explaining a number of hypothetical options; and to help them discover factors that influence decisions and possible present and future consequences of given decisions.

BEFORE THE PROGRAM

Discuss with students such questions as:

What are choices? Do we always have a choice in what we would like to do or have? What do you do when you have to make a choice? (List responses on the board for comparison in post-viewing discussion.)

Have you ever been told to make up your mind about something? How does it feel to have to make a decision? What do you do if you have to choose between two things that you want very much?

People have goals that they would like to reach, like making new friends, learning to play a musical instrument, or making good grades at school. What goals have you thought about for yourself? Have you ever had to make a decision based on that goal?

This program is about a boy who has several goals, or things he wants to do. But when his goals conflict, he must decide what is most important to him. He must make a decision. As you watch this program, try to figure out what steps he took in making up his mind, what influenced his decision, and what you might have done differently. Think about how this process can be used to make choices relating to school and work.

THE PROGRAM

Everyone faces decisions—and the more important they are, the tougher they are to make.

Like any newcomer, Tommy is eager to make friends. Joey not only befriends him, but also invites him to help with chores on his grandmother's farm for the glorious pay of twenty dollars. Twenty dollars will go a long way toward the horse Tommy hopes to buy, and a weekend in the country sounds like fun. It all seems like a great beginning in Spring City, until . . .

Tommy slowly begins to realize that his friend is a misfit whose every move encourages rejection. Gradually it dawns on Tommy that the choice boils down to loyalty to Joey or group acceptance. The decision point becomes the weekend trip. After delaying, hoping for a reprieve, and agonizing for hours over the consequences, Tommy is forced to take action, one way or the other.

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PURPOSES

Level One

As a result of the lesson, students should:

recognize that usually you have choices to make about what to do;

understand that making decisions is a learned skill, a step-by-step process;

be able to identify a process for making decisions;

see how feelings, friends, family, information, values, and other factors influence one's choices.

Level Two

As a result of the lesson, students should:

be aware of the various ways that people make decisions;

be able to project the possible consequences of various options that affect a decision;

be aware that all decisions involve some risks;

and see how making decisions gives them more control over what happens to them.

KEY QUESTIONS

Level One

1. How would you feel if you were faced with Tommy's situation? What would you do? What would you be willing to give up?
2. Have you ever had to make a choice between several things that were important to you? What did you do?
3. How can the choice you make indicate what is important to you?
4. How can knowing what is important to you help you make decisions?
5. How could Tommy's steps to making a decision be useful to you? (Identify problem, list choices, consider pros and cons, make decision.)
6. Look at the ways to make decisions that were written on the board before the program. What would you change now? (See page 36)

Level Two

1. How does Tommy's decision tell you what is most important to him? What other choices did Tommy have that he did not consider?
2. How can trying to see the reasons behind the behavior of others help you decide how to respond to them?
3. How can predicting the outcomes of problems help you when you are suddenly forced to make a decision?
4. Think of as many ways as you can to approach a decision (let someone else decide, put it off, avoid it, guess, play a hunch, take the easiest way out, give up, plan and weigh all the facts, worry about it, etc.).
5. What does it mean to take a risk? Do decisions usually involve risks of some sort? Can risks be "calculated" or controlled?
6. What are some of your goals? How can the decisions you make help you reach your goals? (See page 39)

LEVEL ONE

THINGS TO CONSIDER

What is Tommy going to do? What do you think his reasons are for doing that? How do these reasons tell you what is important to Tommy? Did he think about the advantages and disadvantages of his choices? What were they? Did he consider his own feelings and the feelings of others? How did he get help in making his decision?

Tommy's values might include these:

being liked by others	having fun
being fair	helping others
doing well in school	learning new things
being happy at home	earning money

How would you feel if you were faced with the same situation? What would you do? Why? What values would be most important to you? What would you be willing to give up?

What could make you change your mind about Tommy's decision? On a sheet of paper, write what you would do if:

Joey had said $40 instead of $20?

Mom had said it was up to you, but she wished that you would go with Joey?

Father had said you ought to stay in town, but left the final decision to you?

You really had fun with Joey and liked him a lot?

One of the guys had a bad temper and threatened to beat you up if you went with Joey?

Joey's grandmother was unable to get any other help and really needed you?

Joey's grandmother promised that you would be in charge of other kids that she would hire to help you?

Look at your answers. How can your choices tell you something about what is important to you? How can you find out more about your values?

How could the following steps to making a decision be useful?

A. Identify problem.
B. List possible choices.
C. Consider pros and cons of each, thinking about what is most important to you.
D. Make decision.

Do you ever use these steps in school or at home? How could you use these steps to make choices?

Tommy's problem was that he had to choose between several things that were important to him. Have you ever had to make a choice like that? What did you do? What do you think about that decision now? Look at the list written on the board before the program. What would you change now?

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How can this decision-making process help you make choices about school and work?

SHORT-TERM ACTIVITIES

ACTIVITY 1—LOOKING AT CHOICES. Make a time chart showing everything you did yesterday—from the time you left school until bedtime. Beside each entry list all the activities you could have done instead. One student's time chart might look like this:

Time	Activity	Other Choices
3:00 pm	ride bus home	walk, ride bicycle
3:20	take Sissy to day-care	no choice
3:30	met Jean, went home with Jean to watch TV	ride bikes, study for science test, finish work on Scout badge, practice softball, play around the park, etc.
5:30	left Jean's, picked up Sis and walked home	no choice
5:45	helped with setting the table, dinner	stay outside, watch TV, study . . .
6:00-7:00	dinner, dishes, etc.	no choice
7:00-9:00	watch TV	go to youth club, write letters, read, practice trumpet, study for science test, get help on math problems, etc.
9:00-9:30	get ready for bed	no choice

How much of the time were you free to choose what you wanted to do? Will your choices increase or decrease as you get older? Why?

Other kinds of choices are also interesting. Think about the last dollar you spent. How many other ways could you have spent it? In the last argument you had with a friend or family member, what other ways could you have reacted? What were your choices?

ACTIVITY 2—LOOKING AT VALUES. Think about the values that were important to Tommy—being fair to his friend, being liked by others, earning money, etc. What did Tommy value most? Now write your definition of a value. Under it list ten things that you consider important (that you value). You might break your list into three categories: most important, fairly important, and least important. Put the list in a safe place. A week from now, look at your list. What changes would you like to make? Why do you think that a person's values change?

ACTIVITY 3—LOOKING AT FRIENDSHIPS. Like Tommy, most people have to make decisions about how they will act toward their friends. What responsibilities do you have toward your best friend? What does being a friend mean to you? How would you rate Tommy as a friend?

Pretend that you are Tommy and one of your classmates is Joey. Suppose that Tommy tells Joey "no" in front of the guys and Joey runs away—hurt, and almost in tears. He doesn't come into the building that morning, and at noon Tommy finds Joey sitting up against a wall throwing rocks at a tree. Tommy wants to help Joey. What can he say or do?

A suggestion for openers:

Tommy: "Hey, Joey, I want to talk to you about what happened this morning."
Joey: "Go away. I don't have *any* friends now!"
Tommy: "But Joey, I'm still your friend."
Joey: "You mean you're going to go after all?"

The rest is up to you!

After playing the roles of Tommy and Joey, you may want to get together in small groups to plan and act out your own play about someone whose decision involves the feeling of a friend.

LONG-TERM ACTIVITIES

PURPOSES:

- to let students practice making decisions;
- to help students produce something useful to themselves and others;
- to show how classroom subjects use decision-making skills in solving problems;
- to help students consider their own values as they plan and carry out decisions;
- to recognize that most plans and decisions must be flexible enough to cope with change.

HOME PROJECT

Help students plan and carry out a project to be worked on at home (for classroom credit), using a step-by-step procedure for making decisions like the one that follows:

STEP 1. Recognize that many problems, challenges, and needs exist, and can be the basis for individual home projects. (For example, unsightly property, abundance of discarded and damaged items, neglected community members, personal goals or problems, and wasted resources.)

STEP 2. List all available choices of individual home projects.
Suggestions for starters:

- Plant a vegetable garden.
- Landscape a yard.
- Clean up and landscape an abandoned lot.
- Create a play area for smaller children.
- Build a box for toys or a house for a pet.
- Make holiday gifts and deliver them to elderly people in the community.
- Redecorate a room.
- Organize a fix-it campaign at home to repair (or throw away) all damaged toys, clothes, etc.
- Hold a neighborhood garage sale to sell or swap all unwanted items around the house.
- Set a savings goal and keep records for four weeks to check progress.
- Draw up and carry out an energy conservation plan for your home or school. Chart progress
- Teach a new game or skill to younger children.
- Develop a campaign to correct or compensate for a neighborhood health or safety nuisance.

STEP 3. Gather information about each choice, including what resources will be needed, what resources can be acquired, what skills are involved, the students' own interests and talents, and where students can get the help they need. Information might be gathered by interviewing and observing adults doing similar work, by collecting pictures, and by watching films and TV, as well as by the usual method of library research. Students might suggest other possibilities and choose their own means of finding out what they need to know.

STEP 4. List the advantages and disadvantages of the choices. By considering why they list certain things as advantages or disadvantages, students can begin to see how their values influence the choices they make. Getting a chance to talk about their values encourages students to learn more about themselves and to understand their own behavior.

STEP 5. Make a decision and draw up a plan for accomplishing it. Based on the results of the three previous steps, each student should select the individual project that he believes is best for him. This step involves setting a goal and making tentative project plans.

STEP 6. Review and revise the decisions. Inevitably as projects move from goals to plans to action, there will be snags. Help students revise their plans to meet the unexpected. Some plans may have to be scrapped altogether, and new projects worked out. Being flexible enough to cope with changes is a valuable trait. All plans should be regarded as tentative ideas that are being tested in the real world, and should be adjusted when necessary to meet the goal.

SUBJECT ACTIVITIES

LANGUAGE ARTS

ORGANIZING IDEAS AND WRITING INSTRUCTIONS. Have students keep records of their project; what they did, how they did it, where they acquired the necessary resources and help. When the project is finished, students could use their records to write a "how to" paper, reporting each step in enough detail so that the process could be duplicated by another student. Samples of written instructions (cookbooks, assembly kits, repair manuals, home decorating magazines, scout manuals, etc.) might serve as models. The reports could then be compiled and duplicated for distribution to other classes and schools.

A REMINDER: Characters in literature face value conflicts and important decisions. The same kinds of questions suggested under *Things to Consider* can be used to discuss values and decisions in reading classes.

MATHEMATICS

ESTIMATES, BUDGETS, BOOKKEEPING. Have students estimate the cost of materials and supplies needed for the project. Estimates might reflect research done by checking through newspaper ads, catalogs, and school price lists. Project budgets should be based on estimates. A system for recording actual costs and comparing them to estimates could be devised by the students to help them see where they stand financially. If costs are exceeding the budget in one category, discuss with students how the budget might be balanced by adjusting other expenditures. When the project is complete, students should be able to report the exact cost of the project, how much it cost in relation to the budgeted amounts, and how much it would cost someone else to duplicate the effort. If the project materials were donated, a cost accounting procedure could be done by finding out the original cost.

Projects that involve no costs, like the energy conservation plan, can also be used to teach mathematics by having students determine the costs and percentage of wasted energy in their homes. A fix-it campaigner might report on the replacement costs of damaged items, as well as on the budget for repair materials.

HEALTH AND PHYSICAL EDUCATION

UNDERSTANDING DEVELOPMENTAL STAGES. For students whose projects involve working with younger children (making toys, building a play area, teaching a skill), explain how children's muscles and physical skills develop. Help them see how younger children differ from them in abilities and interests. Take into account the varying stages of physical development when selecting toys, games, activities, and equipment for younger children. Discuss why people who work with children need to understand the physical and emotional characteristics of the age group they work with. From a retail sales catalog, collect pictures of toys, games, and equipment. Have students classify the pictures according to appropriate age groups and explain their reasons.

SCIENCE

USING SCIENCE TO SOLVE EVERYDAY PROBLEMS. Meet with students and help them see how almost every project relates to science. Provide science texts and materials for information needed in their projects. After the projects are completed, have students report on how science was used in their project and what they learned from the task.

SOCIAL STUDIES

COMMUNITY NEEDS. Using city directories, telephone books, or newspaper ads, students could find out how many workers (paid and unpaid) perform tasks like the ones they performed in their projects. Consider society's need for such tasks and the talents and training required. Encourage students to think about the long-range and daily decisions made by both voluntary and paid workers during a work day. How are these decisions like the decisions made by students during their own projects?

ALL SUBJECT AREAS

GROUP MEETINGS. Small groups of students might discuss their projects and the decisions they had to make. Some questions might be: "What made you decide to choose your project?" "Why was completing the project important to you?" "What decisions did you have to make?" "How did you make those decisions?" "What did you learn from doing your project?" "How do you feel about your ability to make decisions now?"

LEVEL TWO

THINGS TO CONSIDER

What will Tommy do? Why? How does Tommy's decision tell you what is most important to him? What are his choices? What could happen as a result of each? Why do you think so?

When did Joey first try to get an answer from Tommy? Why didn't Tommy answer Joey then? What do you think Tommy was hoping would happen? Had Tommy thought about what he would do if this happened to him? How can predicting the outcomes of problems help you when you are suddenly forced to make a decision?

Think of as many ways as you can to approach a decision. Add your own ideas to these suggestions: a) letting someone else decide for you; b) putting it off; c) avoiding the decision; d) guessing; e) playing a hunch; f) taking the first and easiest way out; g) giving up completely; h) planning and weighing all facts and feelings to make a rational decision; i) worrying; j) being overwhelmed by the facts. Which of these strategies did Tommy try first? How did it work out for him? How did putting off the decision affect Tommy's control of the situation? Which strategy would have given Tommy the most control over the problem? Which strategy did Tommy's mother suggest to Tommy? What other choices could you suggest to Tommy that he did not consider?

What kept Tommy from making the decision earlier? What was he afraid of? What did he think might happen as a result of his decision? Could he really be certain of the consequences? Can you ever be sure of what will happen when you make a decision? What does it mean to take a risk? Do decisions usually involve risks of some sort? Can risks be "calculated" or controlled?

Tommy told his mother that Joey did not want to make friends. What evidence did he have for thinking that? Why do you think Tommy wanted to believe that? What might have been some of the reasons that Joey was unable to make airplanes, could not pass a football, had poor table manners, and just did not fit in? Was Tommy basing his decision on the opinion of others or on his own understanding of Joey's situation? How can trying to see the reasons behind the behavior of others help you decide how to respond to them?

Tommy had some definite goals for himself. What were his goals? How did those goals influence Tommy's decision? What are some of your goals? How do they influence the decisions you make? How do the decisions you make help you reach your goals?

SHORT-TERM ACTIVITIES

ACTIVITY 1—LOOKING AT OPTIONS. What will Tommy say to Joey? Several class members might recreate the last scene, looking at all the ways to finish the story. Have the actors and actresses, as well as the audience, describe how Joey and Tommy might feel in each situation. How many different endings can the students dramatize? Your classroom can be rearranged to duplicate the setting. The opening lines are:

Joey: "Tommy, can you go with me to my grandma's to paint her coop?"

Group: "You gotta be kidding, Chapman! You're going with *him*, Tommy?

Tommy: ?

ACTIVITY 2—LOOKING AT DECISIONS. Tommy's mother said that moving to Spring City was a big decision. What major decisions have your parents made? What decisions will they have to make in the future? Ask your parents about one important decision they have made; what choices they had, how they got the information they needed, and what feelings they considered when making the decision. Find out what decisions they have to make every day. How do their decisions affect you? How are the decisions adults make like yours? How are they different?

List some of the decisions you have already made or will make this year. Which of those decisions will affect you for the next few years? On your list jot down how you think this year's decisions might affect you in the long-run. What things will you consider when making these decisions?

ACTIVITY 3—LOOKING AT GOALS. Think about Tommy's goals (to buy a horse, to make a friend). Write down your definition of a goal. Under it write a goal you might achieve this week, one you might achieve this summer, and one you might achieve over several years. How can you make decisions that will help you achieve that goal? Practice by making plans to achieve your one-week goal. At the end of the week, look again at your paper to see how well you carried out your plans.

LONG-TERM ACTIVITIES

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PURPOSES: to involve students in

- identifying future decision points related to their careers;
- gathering information and predicting possible outcomes of those decisions;
- examining values reflected by choices;
- considering the control they can exert over their own lives by making decisions.

WHAT'S AHEAD? CHARTING FUTURE DECISIONS

Have students develop their own "Personal Options Package" of choices available to them as either junior or senior high school students. Students should consider not only the decisions they have to make about scheduling their required courses (geography or botany?), but also those other options that are a matter of individual choice (part-time jobs, volunteer community work, youth clubs, extracurricular school activities, special projects for developing certain interests and talents). Materials such as course listings, brochures of school and community programs, and hobby guides might help students get started, but using direct sources may be more fun for them. The class might invite older students to visit the classroom for a first hand report, or they might visit various school programs already in operation. High school personnel, counselors, work study coordinators, and youth leaders are among the many adults who could provide pertinent information. Family members and friends might also be polled for their opinions. You might suggest certain resources and help the students practice making contacts if necessary, but basically this should be a scavenger hunt for facts about the future, giving students a chance to search for information about decisions on their own.

A Personal Options Package could adopt one of a variety of formats, from time charts to catalogs. As basic instructions to students, you might suggest five steps:

1. Identify all the choices you have about school, community, and leisure activities between now and midway through high school.
2. List all possible options for each decision.
3. Find out as much information as you can about each option.
4. Consider the effect your current values and interests, and your family and friends, will have upon your choices. Remember that values do change.
5. Try to imagine what might happen as a result of carrying out some of your choices.

You might emphasize that you are not asking students to *make* any decision, only to *explore* the choices ahead and to practice the steps that will help them make that decision when the time comes.

SUBJECT ACTIVITIES

MATHEMATICS

CONSUMER ECONOMICS. Have students predict their major financial needs through junior and senior high school, projecting expected expenditures and identifying future decisions that will need to be made about money. Explore decisions for earning income, saving money, and deciding how income can be spent to the best advantage. Discuss how planning and making decisions about money can increase one's control over what happens. Have students develop a personal budget to meet a short-term goal. Some groups may want to consider the effects of increasing costs and inflation on planning for long-term goals.

SOCIAL STUDIES

MAP READING. Look at the effects that such environmental influences as community size, climate, and location have on options and decisions. Discuss how learning about different places can increase one's choices. Using maps of the city, county, or state, have students describe the areas that are familiar to them, and identify the places they have never been. Have them find out—either first hand or through correspondence with a pen pal—something about the choice of activities and work available in the unfamiliar areas. Have them identify at least one choice available to them that is not available in the area being studied, as well as one choice the new area offers that their own does not.

LANGUAGE ARTS

USING AND COMPILING REFERENCES. Reference materials will be needed during the search for basic information about decisions. Help students become familiar with how information is cataloged, what abbreviations are used, and how items are cross-referenced. In-coming information will also need to be compiled and organized. The final product, composed of reports by individual students, might be called "The Choices Ahead: A Source Book for Decision-Makers." It would include: summaries of educational, extracurricular, and community programs; reports of interviews and observations; and first hand sources of additional information. The book could be revised annually by intermediate students exploring the decisions ahead.

HEALTH AND PHYSICAL EDUCATION

ASSESSING PHYSICAL FITNESS. Have students assess their own levels of fitness, health, and physical skills. Help them identify a relatively short-term individual goal of fitness, health, or skill, and then help them develop a personal plan to achieve it. Suggest activities, exercises, practice drills, or any other information needed. Meet individually with students to chart progress and discuss problems.

Some health and physical education classes may want to use *Decisions, Decisions* as an opportunity to consider such decision-making areas as smoking, using drugs, and other habits that affect their health and well-being. Students might gather as much information as possible on a variety of health hazards (including fatigue, malnutrition, obesity), and consider the facts versus the pressures.

SCIENCE

SCIENTIFIC METHOD. Compare the scientific method with the procedures described in this lesson for making personal career decisions. Explain how workers involved in scientific inquiry must accurately identify the problem, formulate hypotheses, gather information, consider and test the effects and results of each hypothesis, and draw conclusions—much in the same way that a student tries to determine which part-time job to take. You may also want to point out the major differences between personal and scientific problems. For example, personal value considerations, and the probability factors involved when trying to predict how people *might* act as opposed to how objects *will* act.

ALL SUBJECT AREAS

SUMMARY. In small groups, have students share answers to such questions as:

What can learning to make decisions do for me?

How does what I feel affect my choices?

How do my choices affect me?

How can choices change?

How do I find out the best choice for me?

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DECISION-MAKING IN THE CLASSROOM

A curriculum can be structured to offer students choices in what they study and how and when they study it. Only when students are involved in decisions that actually affect them—decisions for which they suffer the consequences or reap the rewards—do they gain valuable and long-lasting experience in decision-making. The self-explanatory chart shown here gives some suggestions for areas of student input, as well as a scale for looking at the degree of student involvement in classroom activities.

1.	ATTENDANCE	Optional	School Not Class	Class Not Sub-Group	Mandatory
2.	MATERIALS FOR STUDY	Individual Choice	Individual Prescribed	Sub-Group Prescribed Or Discussed	Class/Grade Prescribed
3.	METHOD OF STUDYING MATERIALS	Individual Choice	Individual Prescribed	Sub-Group Prescribed Or Discussed	Class/Grade Prescribed
4.	PACE OF STUDY	Individual Choice	Individual Prescribed	Sub-Group Prescribed Or Discussed	Class/Grade Prescribed
5.	ACTIVITY	Individual Choice	Individual Prescribed	Sub-Group Prescribed Or Discussed	Class/Grade Prescribed
6.	DECISION-MAKING	Student (Permissive)	Student and Teacher (Responsive)	Teacher (Active)	Administrative Authority
7.	TEACHING FOCUS	Values	Processes	Skill Concepts	Content
8.	TEACHING FUNCTION	Teacher Available	Teacher Guides	Teacher Presents	Teacher Directs
9.	TEACHING METHOD	Unspecified Discovery (Permissive)	Guided Discovery (Problem Solving)	Explanation and Discussion	Drill Exercise Repetition
10.	ENVIRONMENT	Community	School	Classroom or Resource Area	Desk
11.	TIME STRUCTURE	Non-Structured	Fluid	Structured Non-Structured	Structured
12.	EVALUATION	Student Self-Evaluation	Broad Assessment	Quantity Of Work	Exam-Class Rank
13.	PURPOSES OF PROGRAM	Continuous Development To Maturity	Adjustment	Understanding	Efficient Mastery

Source: Gibbons, Maurice, *Individualized Instruction: A Descriptive Analysis*, New York, New York: Teachers' College Press, Columbia University, 1971.

A TEACHER'S GUIDE TO GROUP ACTIVITIES

1. Provide initial structure (make the task specific), but then withdraw to an inactive role ("I think you can decide that.")
2. Allow students to be responsible for the consequences of their decisions. (They may be right.)
3. Provide time limits so that one group cannot slow up another. ("You'll have 40 minutes to . . . .")
4. When leading discussions, use questions that cannot be answered with "yes" or "no."
5. Allow silence within a group; 5 seconds may feel like 5 minutes. (Students may be thinking.)

SCHOOL & JOBS

LESSON THEME:

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RELATIONSHIP— SCHOOL, WORK, AND SOCIETY

LESSON GOAL:

To help students investigate the similarities and differences between school learning and work activities, and to relate formal learning at school to present and future environmental and societal demands.

BEFORE THE PROGRAM

Ask students to list skills that they can do at their present level of development. For example: math, language arts, social skills, personal organization, work habits, etc. Have students identify which of these skills are still used by their parents or other adults. Discuss with students the reasons why they should learn these or similar skills.

Review and discuss the following work-related terms:

repetition	responsibility
variety	working with people
time clock	work load
supervisor	skill
schedule	attitude

Use examples from the classroom and the general school setting to illustrate these terms. Write the words on the board and ask the students to watch for examples of these things in the program.

Ask students to think of as many similarities as they can between hospitals, stores, factories, etc., and the school environment. Discuss the list. While watching *School & Jobs*, students should look for ideas to add to their list.

THE PROGRAM

"Why do we have so many stupid rules? Why is it such a big deal to be a few minutes late? Why do I have to take math?" For many students, school has no connection with the "real world." *School & Jobs* looks at tasks, roles, activities, and personalities in three adult work situations—a hospital, a factory, and a general store—and compares them to a school. In all four settings, people depend on each other and enjoy each other's company. They have assigned tasks, appropriate rules to follow, and skills they must learn to get the job done. The adult workers, as well as the students, take instruction from others and use school subject skills routinely.

In the work environment, as in school, plans are made for the day's work and certain tasks must be completed each day. It is important that workers get along with each other and carry their share of the responsibilities on the job, just as similar traits are important among students in school. School is viewed as a microcosm of the world of work —a reflection rather than a contradiction. As a teacher in *School & Jobs* says, "What school is really about is learning how to learn."

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PURPOSES

Level One

As a result of the lesson, students should:

understand that adults use school subject skills to solve problems at work;

be able to list the attitudes and traits most often rewarded in school;

be able to list successful worker traits and attitudes and compare them with similar student behavior;

describe how one's relationship with others can affect performance and success in both school and work;

describe how decisions, rules, and procedures are characteristic of both school and work.

Level Two

As a result of the lesson, students should:

be able to compare a student's day with a worker's day;

be able to compare the organization of school with that of other work settings;

be able to describe interpersonal skills common to the success of both students and workers;

understand that school experiences can help students develop the characteristics that they need to be successful workers;

be able to describe the school learning activities and behaviors that might lead to certain career choices.

KEY QUESTIONS

Level One

1. The teacher in the program says that the purpose of school is "to learn how to learn." Why is it important to learn how to learn?
2. If you could talk to the workers in the program about how school helped them, what do you think they would say?
3. Which of the four places—the hospital, the factory, the general store, or the school—has the most rules? Which has the least? Who makes the rules in each place?
4. When did the workers in the hospital, factory, and store have to cooperate? When do students in school have to cooperate and work together?
5. What do you think would happen if the workers in the program had poor work habits? How would their lack of responsibility affect the other workers? How are good student habits like good worker habits? (See page 46)

Level Two

1. What things did the workers in the program have to learn so they could do their jobs? How did they learn these things?
2. What unwritten rules existed between the workers? Why did the workers think these unwritten rules were important? What unwritten rules exist in your school?
3. In what ways were the workers on their own? In what ways were the same workers also part of a team? How would you describe a good team worker?
4. What examples did you see of workers planning schedules? How must you plan your schedule so you can keep up with your school work?
5. In the program, workers were using science, math, and other school subjects. What skills are you developing now that you could use in the future? (See page 48)

LEVEL ONE

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THINGS TO CONSIDER

Review the list of words that you discussed before the program. What examples of these ideas did you see in the program? Thinking about these words, compare the general environment of the four settings. (The hospital, the factory, the store, and the school.)

The teacher in the program says that the purpose of school is to learn how to learn. Why is it important to learn how to learn? Which workers did you see learning new things? How was being a new worker at the hospital like being a new worker in the store or in the factory? In what ways are a new worker's feelings like the feelings of a student who is new at a school? Besides learning new tasks, what other things must a new student or a new worker learn?

Who makes the decisions in the operating room? In the factory? At the store? At the school? How much do workers and students have to say about the decisions that are made? Why do you think that one person has to make the final decisions in all four places?

Which of the four places has the most rules? Which has the least? Why? Who makes the rules in each place? What reasons were given for having written rules in the hospital? In the school? Although the store and the factory don't have many *written* rules, what kinds of *unwritten* rules are there? (For example, some unwritten rules are being honest, friendly, and responsible.) Who do you suppose decides on the unwritten rules? Who do you think enforces them? What unwritten rules exist in your classroom? Among your friends?

When do students in school work together as a team? When did the workers in the factory, the hospital, and the store have to cooperate? Of the four places, which required the greatest degree of cooperation and teamwork? Why? Which required the least? Why? Suppose that you knew someone whose most outstanding talent was his or her ability to work with others. In which of the four places would he or she be happiest? Unhappiest? Why?

List on the board some of the workers you saw in the program. (Nurse, teacher, welder, store employer, store employee, etc.) Now list some good work habits you saw in the program. (Being present, being on time, working as a team, doing a fair share of the work, being pleasant, following instructions.) What do you think would happen if these workers had poor work habits? How would their lack of responsibility affect the other workers? How would it affect the public they serve? Now make a list of characteristics and work habits that seem to be typical of successful students. In what ways are good student habits like good worker habits? How are they different?

If you could talk with the workers in the program about how school helped them, what do you think they would say? What do you think would be the response if you asked:

the store employee if she ever needs to know math?

the nurse how science helps her?

the doctor why he must know how to communicate clearly?

the welder what art has to do with an airplane factory?

the teacher what school has to do with the world of work?

SHORT-TERM ACTIVITIES

Invite a representative of a public employment office or a personnel worker from a large company to visit the class and discuss:

basic skills required for almost all employment;

varying degrees of specialization required;

the effect of school records on applications for employment;

the effect of personal references on employment opportunities;

the problems typical of the "hard-core unemployed";

the relationship between school and employment opportunities;

what happens to unskilled people;

what schools could do to help prevent the problems of the unemployed;

how school habits can become work habits;

what he or she learned in school that helps with his or her present work.

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Record the discussion, using note-taking, tape recorder, or videotape. After the speaker leaves, have students review the interview and notice the key points that divide people who are successful at work from those who are unsuccessful. List the positive traits in one column with the corresponding negative traits in a second column. In a third column note whether or not the same positive characteristics are typical of successful students by marking the item "yes" if it applies to students, or "no" if it does not apply. Next to each item marked "yes," have students list an example of a time when they might have an opportunity to practice that behavior.

Sample List

Positive Worker Traits	Negative Worker Traits	Applies to Students	When?
Gets along well with others	Constantly argues with fellow workers	Yes	Committee work on art projects, volleyball team, lunchroom
Follows through on responsibility	Always has an excuse for not getting the job done	Yes	Independent assignments, homework
Can read and follow directions	Unable to understand written instructions	Yes	Word problems in math, language arts

LONG-TERM ACTIVITIES

The purpose of this activity is to give students an opportunity to:

- set up their own organizational structure;
- apply subject skills to work activities.

SCHOOL IMPROVEMENT PROJECT

Have the class select a school improvement project. Some examples of good projects are an anti-litter campaign, a landscaping project, or organizing a student arts and crafts show. The project should be one that involves both individual and group effort and can be organized into different work roles and committee functions.

Have the students:

1. Brainstorm about all the things that have to be done to carry out the project.
2. Sequence tasks.
3. Develop an organizational plan and design. Select committees and people for each task and for each level of responsibility. The school principal could be called in as a "consultant" on organizational design and management. Include a variety of roles and work tasks that allow students to experience responsibility, clerical work, production work, accounting, etc.
4. Develop a time line to show when each of the major stages of the project should be completed.
5. Write a summary report of the project and submit it to the school or local newspaper.

Develop a "knowledge and skill use" chart. Students should note each time they use knowledge or a skill learned in school. Project activities that use subject skills might be emphasized by giving appropriate course credit after that phase of the project has been completed. For more specific subject relationships, see *Subject Activities, Level Two,* of *Treasure Hunt.*

SUBJECT ACTIVITIES

SUMMARY. The final class discussion should center on:

how the project organization was like the organization of other work settings (stores, factories, hospitals);

how interpersonal skills affected the success of the project;

how subject skills were used to accomplish project goals;

what decisions, rules, and procedures were necessary for the success of the project;

how being a worker in the project compared with being a student in the usual classroom setting.

LEVEL TWO

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THINGS TO CONSIDER

- What did the workers in the program have to learn so they could do their jobs? (Rules, procedures, how to get along with others, how everything fits together, etc.) How did they go about learning these things? What hints would you give to a new worker? How is facing a new job like facing a new situation at school or in the community? How would you find out what you needed to know? How could you be helpful to a new student or a new worker?

- How did the workers in each of the four settings—the hospital, the factory, the store, and the school—know what was expected of them? What agreements existed between the workers that weren't written down anywhere? Why did the workers think these unwritten rules were important? What unwritten rules exist in your school? How would you learn the unwritten rules if you moved to a new school? What unwritten rules seem to apply anywhere people are working together?

- In what ways were the workers on their own? In what ways were the same workers also part of a team? How is that like being a student in a classroom? Of all the workers in the program (welder, surgeon, nurse, store employer, store employee, student, teacher), which was most often judged on the basis of individual performance? Which situation required the most teamwork? How would you describe a good team worker? When do you have a chance to practice these characteristics in school? What other opportunities do you have to practice teamwork? How is teamwork at school and in the community like teamwork on the job?

- What rewards did the workers receive? What rewards do students receive? How are workers' rewards similar to students' rewards? How are they different? Do workers compete against each other for pay? What kind of competition exists in schools?

- What examples did you see of workers planning schedules? Why are schedules important? How is your life as a student scheduled? How does your school schedule affect your personal plans? How must you plan your schedule so you can keep up with your school work? What happens when you don't plan? What do you think would happen if workers had no idea what they would do on a given day? How can you learn to plan better? How could school help you practice planning skills?

- How does your school day go if you are late? Forgetful? In a bad mood? What other things affect your production in the classroom? How do these same things affect the production of workers? If you owned a factory where production was very low because of poor worker habits, what would you do? What would you do if you were a teacher and your students had similar problems? How can poor work habits affect more than grades? How can poor work habits affect a worker's personal life? What evidence did you see of friendships and fun in all four situations? How can you develop friendships and social skills at school? If the workers in the film had the chance to stay home and do nothing, do you think they would do it? Why? What are some of the reasons that you might go to school even if you didn't have to go?

- In the program you saw the workers using science, math, and other school subjects. How do you think they developed these skills? What skills are you developing now that you think you might use in future work roles? List on a piece of paper four careers you might choose. What school subjects would be most useful for each one? How could you develop further skills in these areas?

SHORT-TERM ACTIVITIES

Ask nine students to volunteer as panelists and moderator for a mock TV quiz show. Prepare slips of paper for students to draw from to select the following roles:

Panelists:

(Moderator)

Surgeon
Nurse
Welder
Foreman
Teacher
Student (Safety Patrol Captain)
Store Employee
Head Nurse

Do not announce the work roles to the class. By asking "yes or no" questions about the nature of the work, how much they take orders from others, the subject area skills they use, and the rules and structure of the organizations in which they work, students in the class can figure out which panelist is the "real" captain of the safety patrol. Questioners are called on by the moderator. After each student's work role has been discovered, the game proceeds until the work roles of all the panelists have been determined. The questions and answers might be used to draw further comparisons between school and work, and to demonstrate interview questioning techniques.

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LONG-TERM ACTIVITIES

The purpose of this activity is to give students an opportunity to:

- identify career roles that would be satisfying to them;
- participate in a career setting in order to experience the similarities between school and work;
- reconstruct work activities for others in the class;
- suggest ways in which school could be modified to reflect the work environment to a greater degree.

VISIT A WORK SETTING

Have students identify four or five careers that they think would be satisfying to them. Ask students to identify those careers that can be found in their own community. Then help them arrange an individual visit to that work setting so that they might "shadow" a worker in that career for a full day. (See the hints in Arranging Visits to Individual Work Settings, p.51) The *Short-Term Activities* suggested in this lesson should help students ask the appropriate questions related to the work role. Additional organization could be provided by a Work Site Observation Form. Students could help develop such a form, and include a checklist of such topics as:

Working Conditions	**Inside — Outside** **Noisy — Quiet** **Clean — Dirty** **Relaxed — Very busy** **Hot — Cold**
Kind of Job	**Working with data, people, things** **Duties & responsibilities** **Repetition — Variety** **Autonomous — Other directed** **Individual effort — Group work** **Produces goods — Produces services** **Makes decisions — Carries out set tasks**
Job Requirements	**General level of education** **Specific training** **Aptitudes** **Interests** **Temperament** **Physical demands** **Rules of the work setting** **Unwritten rules among workers**
Personal Characteristics	**Life style** **Favorite tasks** **Skills** **Experiences of success**

SUBJECT ACTIVITIES

In each subject area, teachers could help students develop an observation form relating the work role observed to course content. Two levels might be devised to reflect both how the worker uses the skill on the job and how the worker uses the skill away from the job. Students might bring to class sample forms, instructions, tasks, and problems found at the work site. Each student could work on these during the time allotted to the appropriate subject area. Ask students to suggest other ways that subject area problems could be structured to reflect the problems and situations that might occur in the jobs they observed. Course credit might be given for their reports.

SUMMARY. Ask students to respond anonymously on a piece of paper to the question: How could school be changed to be more like the "real world"? Read the responses and discuss them with the class. Then have the small groups or the class as a whole discuss individual student work experiences and what they learned from their contacts with adults in the "real world." Discussion might include such questions as these:

How did I feel about myself while I was involved in the work role?

What other jobs in our society might provide similar satisfactions?

What decisions would one have to make to enter this field of work?

How is school preparing me for jobs like these?

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The following are in-depth discussion questions about the work setting as it relates to different aspects of career development.

EXPLORATION AND KNOWLEDGE OF SELF

Would you like to do this job? Why?

What things have you already learned that make you think you could learn this job?

Are there similar skills we could perform at school?

Are you learning some things in school that would help you do this job?

Do you learn them easily? Do you like them?

Do you think you would be good at this job?

ECONOMIC AND SOCIAL VALUE OF WORK

What item does this job help produce that other people need? That people want? That people will buy?

How does this work contribute to the welfare of others?

What is the life style of the worker in this job?

EXPLORATION OF THE BROAD OCCUPATION AREA

What did you see the worker do? What "tasks" did he perform?

What did he need to know? What skills did he use?

What rules, customs, or requirements apply to the work?

What organizations might the worker join?

PSYCHOLOGICAL AND SOCIOLOGICAL MEANING OF WORK

What does he like about his work? What satisfaction does he gain from his work?

Why did he choose his work?

Who controls what he does on his job? Does he direct others?

What are the pressures in his kind of work?

KNOWLEDGE OF EDUCATIONAL AVENUES

Where and when did he learn to do his job?

Was his job dependent on his education?

Would more training enable him to get a promotion? A raise in pay? A more responsible job?

PROCESS OF DECISION-MAKING

What do you know about this job that would help you decide whether to choose it as *your* job?

How did you feel about what you did on the job?

Are there other jobs you would like to try?

What plans would you have to make to enter this type of work?

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ARRANGING VISITS TO INDIVIDUAL WORK SETTINGS

WHY?

- to increase the sense of independence
- to provide personal contact with adult models other than parents or teachers
- to discuss work values with adults
- to experience work and responsibility in an adult setting
- to relate personal characteristics to job requirements
- to increase interpersonal skills

WHERE TO START

After students have identified areas of interest, check school resources first:

counselors
high school vocational teachers
faculty spouses and friends
central office workers

ADDITIONAL RESOURCES IN THE COMMUNITY

employment office
chamber of commerce
labor organizations
civic groups
volunteer agencies
state or federal agencies
local directory of businesses

PRE-VISITATION CONTACT

A call or letter explaining:

purpose
nature of visit (students want to work, if possible)
time and duration of visit
emergency phone number
how student will be brought to the site and picked up
what kind of information student is looking for

TRANSPORTATION

regular school facilities
public transportation
parents
volunteer agencies
company delivery trucks or other vehicles
civic organizations
churches and other community groups

MAKING IT WORK

- one student per work setting
- more than one student at same place if they can be in different departments or sent out on different assignments
- review observation forms, instructions
- have cassette recorders and instamatic cameras available for on-the-scene reporting
- follow-up or "recommendation" form to employer regarding student performance

FOLLOW-UP IN THE CLASSROOM

- group discussion
- individual presentations with pictures, samples, etc.
- letter of appreciation from student to employer after the visit describing new things learned from visit
- form letter or certificate of appreciation from school with principal's signature
- duplication of observed work activity in the classroom

TAKING CARE OF BUSINESS

LESSON THEME:

THE RESPONSIBLE SELF

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LESSON GOAL:

To help students begin to acquire the skills essential to the effective control of themselves and their environment.

BEFORE THE PROGRAM

Responsibility is something that is learned, and usually adults regulate the amount of responsibility young people have until they learn to regulate themselves. Focus students' attention on the two types of personal control (external and internal) by having them complete the following "Who Is Responsible?" check list. Encourage discussion by asking the following questions:

Why did you mark that item as you did?
Does everybody have the same experiences?
How do people get to be responsible?
What responsibilities do you have now?
What responsibilities will you have in the future?

WHO IS RESPONSIBLE?		
	Me	Someone Else
For getting me up in the morning?		
For fixing my breakfast?		
For picking the clothes I wear?		
For getting me to school on time?		
For my not disturbing other students in class?		
For doing my homework?		
For settling arguments that I get into?		
For my eating the right foods?		
For my being home on time?		
For cleaning my room?		
For taking care of my brothers and sisters?		

THE PROGRAM

David, who is the oldest child in a family of four children, has several household tasks because both Mother and Dad are busy running the family real estate business. David's tasks include taking care of the younger children after school, doing the yard work, and helping to prepare family meals. But David accepts his responsibilities cheerfully, and he likes to do a good job.

When his father buys him a new lawn mower to make his yard work easier, David begins to neglect his chores—he has discovered that he can make extra money by mowing lawns for the neighbors. To make matters worse, his best friend Andy is moving out of town and has offered to let David take over his paper route. David would really like to have the paper route, but when he talks to his father about it, his father thinks that David should fulfill his responsibilities to the family first. This open-ended program explores the problems of learning to accept responsibility and developing self-control.

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PURPOSES

Level One

As a result of the lesson, students should:

describe what "responsibility" means to them;

list responsibilities that they now have and responsibilities that they would like to have;

understand the behaviors that are necessary before they will be able to assume responsibility;

identify the responsibilities of particular work roles that are interesting to them.

Level Two

As a result of the lesson, students should:

identify ways of acquiring skills that result in added responsibility;

identify actions that can be taken that will lead to increased responsibility and freedom;

identify personal goals that they would like to achieve that would give them more responsibility.

KEY QUESTIONS

Level One

1. What were some of the responsibilities that David had in the program? Which of them were tasks that his parents asked him to do? Which ones did he choose himself? Which of your tasks are things that an adult asked you to do? Which ones did you choose yourself? Which tasks do you prefer?
2. What were the responsibilities of other members of David's family? How were the tasks divided up? (Joint effort, rotation, assigned task, etc.) How are tasks divided up in your family? Why do some people have more responsibility than others?
3. Why did David want the paper route? Why was his father doubtful that he could handle it? Are there some new responsibilities that you would like to have?
4. Suppose David's father had allowed him to make up his own mind about the paper route. Do you think he would have made the right decision? What is the difference between somebody telling you what to do and you making up your own mind? (See page 54)

Level Two

1. What happened to David's other jobs when he began to mow lawns for the neighbors? How did his neglect affect the other family members? What would happen if you began to neglect your tasks? Do you have a responsibility to others to carry out your tasks?
2. Did some people in David's family have more responsibility than others? Do some people in your family have more responsibility than others? Why?
3. Did everyone in David's family share the work? How about in your family? Do you like the way responsibilities are distributed in your home? At school? What would you change? How could you show adults that you have earned more responsibility?
4. What responsibilities do you have now that you didn't have a year ago? What responsibilities would you like to have in the future? How does responsibility relate to work? Can you be a good worker without being responsible? Can you be a good student without being responsible? (See page 56)

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LEVEL ONE

THINGS TO CONSIDER

What were some of the responsibilities that David had in the program? Which of them were tasks that his parents asked him to do? Which ones were things that he wanted to do without having been asked to do them? How do you think David felt about his tasks? Why? Name some tasks that you have. How do you feel about them? Would you rather have more responsibility or less? Which of your tasks are things that an adult asked you to do? Which ones did you choose yourself? How do you feel about the ones you chose yourself? The ones that adults asked you to do? Why?

How do you think David felt about doing the yard work? How do you think he felt when he took the younger children to the office? Do you think that David was able to handle his responsibilities? How were the tasks divided up in David's family? (Joint effort, rotation, assigned tasks, etc.) How do you feel about the assigned tasks that you have? Do you think you are able to handle them? What are the tasks of the other members of your family? How are responsibilities divided up in your family? How are they divided up at school? Why do some people have more responsibility than others at school? Would you like to have more responsibility?

Why did David want to have the paper route? Why was his father doubtful that he could handle it? Do family responsibilities come before other responsibilities? What do you think would have happened if David's father decided to let him take the paper route. Do you think David would have been able to handle all his tasks? Why? Are there some new responsibilities that you would like to have? What are they? Are there some responsibilities that you have that you wish you didn't have? Do you think you would be able to handle more responsibility if you could have it?

Do you think it was a good idea for David to take the paper route? Why? Suppose his father had allowed him to make up his own mind. Would David have been able to make the right decision? What is the difference between somebody telling you what to do and you making up your own mind? If you accept a task and you aren't able to complete it, who is to blame? How do adults expect you to act when you accept responsibility? Why? Do adults have a lot of responsibilities? Do you think you want to have a lot of responsibilities when you are an adult? Are there some responsibilities that all adults have? What are they? How can you practice taking responsibility now?

SHORT-TERM ACTIVITIES

Adults often feel that certain behaviors must be present before responsibilities can be given. Young people sometimes view this as unfair. Role-playing the following situation should help bring these feelings to the surface and provide a basis for discussion. Give role-players a brief description of the person they are to portray, and a general description of the situation. You may want to write each role on a 3"x 5" card so that the role-players can refer to it.

THE PLAYERS

Dad: A rather gruff person but very loving. He uses few words but usually wants action when he speaks. He is strict and demanding. Dad is away from home a great deal and often unaware of many things that go on. He gets angry when things go wrong and is happy when people do what is expected of them.

Mother: A very sweet and kind person. Mother uses a lot of words to carefully explain what can and can't be done. But the children know that they can usually get what they want from Mother. Mother is cheerful and happy most of the time. She gets angry when the children argue.

Susan: The older of two children. She does very well in the sixth grade. She enjoys horseback riding. She has two close girl friends but does not like boys. She takes care of her room, sets the table, and usually avoids practicing her violin.

Mike: One and a half years younger than Susan. He does not do very well in the fifth grade. He does not like animals. He has many acquaintances, both boys and girls, and is usually playing with other people. He does not like sports. He practices his trombone regularly. His chores include clearing the dishes from the table and keeping his own room cleaned up.

THE SITUATION: The family lives a mile and a half from school. With the coming of nice weather both children want to ride their bikes to school rather than take the school bus. There is a crossing guard at the most dangerous intersection and a traffic light at another. Mike has a friend who rides his bike to school. Susan does not. Mike goes from school to music lessons one day a week after school. Susan goes to Girl Scouts another day. Dad does not think riding bikes to school is a good idea. The town provides bus service, and there is plenty of time after school to ride bikes. Mother is willing to pick up the children after school on special days.

Have four students role-play a family discussion about this situation. When they are finished, have four other students act out the situation. Then discuss the following questions:

How can these differences be resolved?

When will Susan be able to ride her bike to school?

When will Mike be able to ride his bike to school?

Would you be satisfied with the situation if you were Susan? If you were Mike?

What could you do to change the situation if you were Mike? If you were Susan?

LONG-TERM ACTIVITIES

Throughout the *bread & butterflies* Curriculum Guide there are suggestions for resource people who might have visited the class or volunteered information in some other way. Make a wall chart that identifies these people by work role or job title. Then identify one or two responsibilities that might be required by that job. In the third column, list students' ideas about how the person acquired the responsibility. This chart could be kept for several weeks and additions could be made each time a resource person was contacted.

Person	Responsibility	How He/She Got That Responsibility
Teacher	Helping students learn	Going to school
Father	Earning money	Learning a skill
Custodian	Sweeping the floors, repairing machinery	Working well in a school setting

SUBJECT ACTIVITIES

SOCIAL STUDIES

GOVERNMENT

RESPONSIBILITIES. Have students identify at least one worker in each level (local, state, federal), and function (legislative, judicial, executive) of government and the responsibilities of the people who occupy the positions they have identified. Make a chart of the information. Each student could develop his or her own chart or students could work in groups, with each member having "responsibility" for a portion of the task. Following the completion of the chart, ask students to identify common elements of responsibility. Then discuss the following questions:

What common responsibilities are there on the charts?

How do people become responsible enough to hold these jobs?

What responsibilities mentioned in your charts are you now able to handle?

LANGUAGE ARTS

AUTOBIOGRAPHIES. Ask students to write autobiographies in which they identify skills and abilities that they have now and the responsibilities these abilities permit them to assume. (Examples: A person can cook without being able to read. A person can go on an errand even though he or she can't ride a bicycle.) Each autobiography should include at least ten abilities and ten responsibilities.

MATHEMATICS AND SCIENCE

ECOLOGICAL

RESPONSIBILITY. Students at this age level are generally interested in ecology and pollution problems. What kinds of pollution occur in the school building or in the immediate area? Are these a natural consequence of people's behavior? Give your custodian a forty-eight hour holiday from taking care of your classroom. Have students note the effect of his absence on the floors, wastebaskets, etc. Ask students to assume the responsibility for taking care of the classroom for the time the custodian is absent. Students might:

1. Save all the trash.
2. Separate the trash by types (garbage, waste paper, dirt, glass, metal, etc.).
3. Measure the trash (how many pounds, cubic feet, gallons, ounces, etc.).
4. Determine how much of the trash can be recycled, and how that would be accomplished.
5. Determine the rate of trash accumulation in the classroom. (Divide the volume by the number of people, multiplied by the time, to determine how much trash is collected over the course of the year.)

The students may also want to determine the cost of handling trash in your community. Have students identify as many people as they can who work with trash. (Garbage, sewage treatment, street sweeping, etc.) Determine the cost of wages, fringe benefits, equipment, operating costs, and capital expenditures. Add all of the costs and divide by the number of people served to determine individual trash costs.

PHYSICAL EDUCATION

RESPONSIBILITY

IN SPORTS. Playing games and sports requires each member of the team to assume a certain responsibility. Introduce the students to a new game, but give them only the rules and the equipment necessary to play. Do not tell them what the responsibilities of each of the players should be. Have them try to play the game for a limited time. Then introduce the responsibilities of the various positions, and let the students try again. Ask the students to compare the two ways of playing. Discuss the responsibilities of the players in such games as baseball, football, and basketball. What happens when a player does not fulfill his responsibility? How did these responsibilities come into being? Why does the shortstop back up the second baseman? What happens if he doesn't? Why do we have officials? Can people play games without officials? Why are umpires needed in professional games but not in games played for fun?

MUSIC

RESPONSIBILITY

IN MUSIC. How does responsibility affect a band or orchestra? Have a musical group of students play a composition, with each person taking the responsibility for his own part and performing to the best of his or her ability. Then have the students exchange instruments. Have them try again, playing to the best of their ability on the new instruments. What is the affect? What are the responsibilities when people play in a musical group? What happens when one member plays the wrong notes or does not show up for a performance?

LEVEL TWO

THINGS TO CONSIDER

Why did David begin to mow lawns for the neighbors when his father gave him a new lawn mower? What happened to his other jobs when he began to mow lawns? Why do you think David began to neglect his other jobs? What do you think would have happened if he had taken the paper route? How did his neglect affect the other members of his family? What responsibilities did he have to his family? What tasks do you have in your family? At school? Did an adult assign you those tasks? Do you have some tasks that you assumed yourself? What would happen if you began to neglect your tasks? How would it affect the other members of your family? How would it affect your classmates? How do you think you should act if you decide on your own tasks? Do you have a responsibility to other people to accept your tasks and carry them out? Why?

What were some of the tasks that David was responsible for in his family? What were some of the tasks of the other members of his family? Did some of the people in his family have more responsibility than others? Why? Why were the younger children dependent on the adults and older children in the family? Do people have more responsibility as they grow older? What tasks do you have in your family? What tasks do the other members of your family have? Do some people in your family have more responsibility than others? Why? Are there some people in your family who depend on others to take care of them? Are there times when you are dependent on others and other times when you take the responsibility for yourself? Do you think it would be the same if you were an adult? Why?

Why did David have to take care of the younger children in the afternoon? Why did he have to mow the lawn? Do you think David liked taking responsibility? Do you think he would have preferred to have his afternoons free? Did everyone in David's family share the work? Do you think that David's father was right when he questioned David's ability to handle the paper route? Why? Do you think that tasks are distributed properly in your home? At school? Why are they distributed that way? What would you change? Would you like to have more freedom and more responsibility? How could you learn to be more responsible? How could you show adults that you have earned more responsibility?

What responsibilities do you have now that you didn't have a year ago? What responsibilities would you like to have in the future? What responsibilities will you have in school next year that you don't have this year? Why? How does responsibility relate to work? Can you be a good worker without being responsible? Why is it important to be able to accept responsibility and, at the same time, know how much you can handle? What would happen at work if you tried to do too many jobs at once? Why? How would you avoid doing that? Who would be responsible for your behavior if you had a job? Who is responsible for your behavior now?

SHORT-TERM ACTIVITIES

Responsibility can often be related to the expectations that we have for other people, and the expectations they have for us. To help students think about these expectations, ask them to make a list similar to the one below and fill in at least three items after each topic (if it applies).

Mother is responsible for:

Father is responsible for:

I am responsible for:

My younger brother or sister is responsible for:

My older brother or sister is responsible for:

My teacher is responsible for:

My best friend is responsible for:

Then list five headings on the board: Parents, Teachers, Self, Older Sibling, and Younger Sibling. Ask students to give examples of responsibilities for each heading from their lists. Do expectations seem to be related to age and work roles? Why do people expect others to accept certain responsibilities?

LONG-TERM ACTIVITIES

"Careers," a game by Parker Brothers, is probably in the homes of many of your students. Ask several students to bring their "Careers" games to class. It would be best to have one game for every four or five students. Have students play at least one round of the game (about one hour). Emphasize that this game requires personal goal setting, and the ability to take the responsibility for the steps necessary to reach those goals. After the game, have the students discuss:

What responsibilities did you have to take to reach your goals?

Were you successful? Why? Why not?

How did your goals affect the way you played the game?

Following this session, ask students to set one goal for themselves that they will try to achieve during the next week. Have them write their goals on 3"x 5" cards. They may prefer to keep their cards to themselves and not share them. At the end of the week, ask students to evaluate the strategies that they used to achieve their goals. What responsibilities did they have to assume? How did achieving the goal make them feel? Did they enjoy having the personal responsibility for the goal? What other personal responsibilities could they assume that would allow them to reach a goal?

SUBJECT ACTIVITIES

LANGUAGE ARTS

ASSUMING RESPONSIBILITY. To give students an opportunity to organize their thoughts on responsibilities, have the students prepare a five minute talk or a short essay about why they should be allowed to assume a responsibility they would like to have. The topics might be realistic or humorous, and suggestions from the students would be best. The talks or essays should emphasize why the students feel they are ready to assume the responsibility, and how they would behave once they have been granted the responsibility. Some examples of topics are:

- Why I Should Be Allowed to Eat Peanut Butter Every Day
- Why I Should Be Allowed to Ride My Bike to School
- Why I Should Be Allowed to Wear My Pajamas to School
- Why I Should Have an Allowance of $20.00 a Week
- Why I Should Be Allowed to Decorate My Bedroom
- Why I Should Be Allowed to Have a Pet
- Why I Should Be the First Child Astronaut

Following the presentations, students might discuss the problems of taking responsibility that were common to most of the topics. It also might be interesting to discuss the reasons why some of the humorous proposals are not likely to be accepted.

SCIENCE

SCIENTIFIC METHOD. The scientific method is a good way to work toward a goal. Have students describe a responsibility that they wish to assume, and use the scientific method to set up a plan to achieve that goal. (State problem, formulate hypothesis, observe and/or experiment, interpret data, and draw conclusions.) Have the students attempt to follow their plans and report the results to the class. By using a systematic plan to solve problems or acquire a skill, students acquire greater freedom and greater responsibility.

HEALTH EDUCATION

RESPONSIBILITY FOR HEALTH. When children are young, their parents generally assume the responsibility for their health. As people grow older and more independent, they become increasingly responsible for their own health and body care. In small groups, have students discuss those aspects of health care that they feel they can handle responsibly. Invite a resource person (school nurse, health teacher, etc.) to share ideas with the class about what each student can do to protect his or her own health, and how to develop good health habits.

ALL SUBJECT AREAS

CLASS COUNCIL. Responsibility can be given to the students by establishing a classroom council. Students would then have a voice in planning their own learning experiences and much of the daily activity that occurs in the classroom. If students are directly involved in the decisions that affect them, they will have a sense of ownership and an increased awareness of their own responsibilities. Some ground rules to follow in setting up a class council are:

- Everyone has an equal voice.
- The chairmanship of the council rotates.
- There is a regular time for the meetings.
- Purposes of the meeting should be clearly established.
- A record of the meeting should be kept.
- The decisions made are also binding on those absent.
- Nobody is required to participate.
- Only those things that are strictly the business of the classroom are topics for discussion.

I agree,...YOU'RE WRONG!

LESSON THEME:

INTERPERSONAL SKILLS

BEST COPY AVAILABLE

LESSON GOAL:

To help students identify and begin to develop the social skills that form the basis for present and future social interaction, work satisfaction, self-respect, and achievement.

BEFORE THE PROGRAM

This program is about a group of people who are working together to produce a film. When several people are working on any project, the way that they act toward one another will make the job easier or more difficult. The way we act toward other people and the way other people act toward us is called *interpersonal relationships*. How we feel about ourselves is affected by the success of our interpersonal relationships. Have students think about these questions:

What do your friends say or do that make you feel good?
What do your friends say or do that sometimes make you angry?

Make two columns on the board labeled "Good" and "Angry." Have students list several items under each word, indicating things that make them feel good in their relationships and things that make them feel angry.

Sometimes we like to do things alone, and sometimes we like to do things with other people. There are some jobs that can be done alone and other jobs that require people working together. Have students list on a sheet of paper some jobs that require working together, either at school, at home, or at play.

What are some of the things that others do that make you want to be helpful? What are some things that others do that make you feel like you don't want to be helpful? Make two columns on the board labeled "Helpful" and "Not Helpful." Ask students to describe situations in which they feel helpful, and then describe times when they don't want to be helpful. List the responses under the appropriate columns and discuss the answers.

THE PROGRAM

The suspense is gripping in the opening scenes of this program as two young girls follow their runaway cat into an eerie abandoned building. Then someone yells, "Cut!"—the girls are only part of a film crew working on location.

But the real life problems of the film crew are almost as exciting as the movie they are producing. Mattie, an intense, efficient director, and Vince, a very capable but frustrated cameraman, are having trouble seeing eye to eye about how this scene should be filmed. Neither will listen to the other. Communication breaks down and production stops.

Dewey, the sound man, tries to joke the problems away. The two girls are confused by the tension. Brian, who is in charge of lighting, helps the girls see that they are not to blame for the conflicts.

The next day it appears that Mattie and Vince have worked out their disagreements and have reestablished their friendship. But as the day of filming wears on, they seem to be falling back into the same patterns and attitudes about one another. The program ends on a dramatic note, demonstrating the importance of good interpersonal skills, both for working with others and for one's own self-esteem.

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PURPOSES

Level One

As a result of the lesson, students should:

identify personal characteristics that increase cooperation with classmates, parents, and teachers;

be able to describe individual characteristics that help a group get a job done and those characteristics that hinder getting a job done;

identify feelings that people might have when they work together;

identify ways that they can help other people and ways that other people help them.

Level Two

As a result of the lesson, students should:

be able to describe personal changes they can accomplish that will help in getting a job done and that will make people feel good;

suggest ways that they can change that will bring about more satisfying interpersonal relationships;

understand ways that interpersonal skills can be used to affect the behavior of others.

KEY QUESTIONS

Level One

1. Would you like to have been one of the girls working in the movie? Why? How did the girls feel when Mattie and Vince argued? How do you feel when adults, friends, or classmates argue when you're around?
2. What did the girls mean when they said the afternoon wasn't going to be any fun? What causes conflict when people work together?
3. Why were the people in the program dependent upon each other? What does it mean to cooperate? What happened when the people in the program cooperated?
4. Discuss the ways that your school is like the movie set. Are interpersonal relationships important in school?
5. Discuss how you might behave if you wanted somebody to do something for you. What kind of behavior increases the likelihood of getting the other person to cooperate? (See page 60)

Level Two

1. Why do you think that Vince acted the way he did? Why do you think that Mattie acted the way she did?
2. Do you think that Brian will ever want to work with Mattie and Vince again? Do you think the two girls will say "yes" if Mattie asks them to do another movie? How do their feelings compare with feelings that sometimes arise in the classroom or at home?
3. What are some conflicts that you have experienced at home, with a friend, or at school? How did you resolve your differences?
4. Who are some people in your community whose job it is to try to change the behavior of others? (Minister, priest, teacher, counselor, therapist, policeman.) How do they interact with others?
5. What do you do when you want something from one of your parents? A friend? At school? Are there times when you could do something different to make a situation more pleasant? (See page 62)

LEVEL ONE

THINGS TO CONSIDER

- Would you like to have been the girls working in the movie? Why? Would you like to be Mattie? What was Mattie like? How did the girls feel about Mattie? How would you describe Vince? Brian? Dewey? How did the girls feel when Mattie and Vince argued? How do you feel when adults, friends, or classmates argue when you're around? How do you think others feel when you argue? How do your parents feel when you argue with your brothers or sisters? What do you suppose causes these feelings?

- What did the girls mean when they said the afternoon wasn't going to be any fun? What causes conflict when people work together? How can it be prevented? In the program, whose responsibility was it to restore harmony? When people work together, whose job is it to keep the peace? How do feelings about others help make work fun? How important are your feelings about the people you work with when you're trying to get a job done?

- Why were the people in the program dependent upon each other in order to complete their film? Could the actors get along without the cameraman? Could the cameraman get his job done without the sound man? What does it mean to cooperate? Who cooperated in the program? What happened when the people in the program cooperated? Could anyone do a job without the cooperation of others?

- Discuss the ways that your school is like the movie set. Who is dependent in school? In what ways are interpersonal relationships important in school? Does the classroom ever resemble the movie set? Encourage students to talk about hypothetical situations where one or two people could block class progress. Discuss the reasons for this kind of behavior. How could the other members of the class respond to help these people fit in so the class can achieve its goals?

- Discuss how you might behave if you wanted somebody to do something for you. (For example; you want a friend to play with you, you want permission to go to the movie with a groups of friends, you want Dad to buy you an ice cream cone.) What kind of behavior increases the likelihood of getting the other person to cooperate?

SHORT-TERM ACTIVITIES

Interpersonal relationships are built around the feelings of people who live and work together. To help students develop the interpersonal skills necessary for effective group membership and personal esteem, use open-ended examples of interpersonal conflict in the "work" settings of classroom or home. Have students suggest possible causes and ways of resolving these conflicts. Have students discuss several ways the characters could respond to the conflict situation and have them predict how certain behavior would produce a different outcome. Case examples might be modeled on the following:

a. Eric has come to class, taken out paper, and begun to draw cartoons. He obviously is not listening to the teacher's assignment, and Miss S. obviously is getting annoyed. She has asked him to put his cartoons aside, but he has ignored her. Now she tells him again to stop drawing and pay attention. Reluctantly, he puts his paper into his desk, and begins to whistle softly. At this point, Miss S. orders Eric out of the room and to the principal's office.

b. Julie's mother has told her to clean her room. In haste, Julie has thrown all out-of-place objects into her closet and shut the door. She is just putting on her jacket to go out and play with friends when her Mother discovers the cluttered closet. She orders Julie back into her room to complete her task. Julie, bursting into tears, runs to her room, slams and locks the door, loudly wailing that nobody understands her.

LONG-TERM ACTIVITIES

PURPOSES:

- to enable students to assess their own behavior and that of others in working toward a common goal;
- to help students discover ways of resolving conflict situations;
- to help students become aware of interpersonal skills being used in their groups;
- to help students acquire useful skills in working with others.

FUND RAISING CARNIVAL

Interpersonal relationships become important when people are dependent on one another to reach a common goal. To provide a way for students to assess and improve their interpersonal relationships, have the class plan a Friday afternoon fund raising carnival. (Proceeds might be designated for a trip to a zoo or museum in a nearby city, or for an all-day picnic and "ecology day" on a willing parent's rural property. The class also might donate carnival earnings to an agency specializing in improving interpersonal relationships, such as the county mental health association.)

Divide the class into groups of two or three to work on booths for the carnival. These might include: a balloon and dart game; a cakewalk; a gypsy fortune teller; a make-up booth; a magic show; a penny toss (plastic cups are good targets, with inexpensive goldfish as prizes); wet sponge throw (a brave student can stand inside a cardboard carton decorated with a comic figure, having his face as the target); or a baseball throw at piled blocks. Don't make too many suggestions; groups will come up with their own creative ideas.

Committees should be appointed to:

- Draw a map of appropriate booth locations on the school grounds, and make assignments;
- Prepare posters for distribution to other grade levels, inviting them to the carnival—perhaps at staggered times throughout the afternoon, to avoid excessive crowds;
- Design, print, and distribute an invitation to parents;
- Begin preliminary planning of how earnings are to be spent.

Each team of students should take charge of its own publicity signs, booth decorations, and cleanup. Don't forget to call the press for coverage of the presentation.

SUBJECT ACTIVITIES

MATHEMATICS

COMPUTING PROFITS. Have students keep careful records of all expenditures for the fund raising carnival. After the event, ask students to count and record the gross profits from their own booths, and compute the net profit in each case. Discuss the terms *gross* and *net*. Profits from individual booths might be compared and analyzed. Are there wide variations in earnings? If so, how can these be accounted for? Finally, have the class compute the total net profit for the carnival.

LANGUAGE ARTS

ADVERTISING
TECHNIQUES. Discuss propaganda devices used by advertisers (bandwagon, transfer, testimonial, card-stacking), showing examples of each taken from current magazines. Ask each student to design an advertisement for the fund raising carnival, using at least one propaganda device. These advertisements can be placed in other classrooms, and in general school areas such as the office, cafeteria, and gymnasium.

PRESS RELEASES. Discuss journalistic style (particularly the placement of important "who-what-when-where-why" facts early in a news story, and the need for concise and objective writing), using examples from the local newspaper. Ask each student to write a news story announcing the fund raising carnival (and another follow-up story after the event). Let the class decide which story to submit to the local press for possible publication.

SCIENCE

A SCIENCE
BOOTH. Have students plan a "spectacular experiments" booth for the fund raising carnival, with shows presented by rotating shifts of science students. For example, use dry ice to freeze and break flowers. Consult basic science texts, experiment books, or your high school physics teacher for ideas.

ART

CARNIVAL
DECORATIONS. The fund raising carnival is a natural outlet for artistic interests and talents. Each student should be responsible for his or her booth display, decorations, publicity posters, and costumes.

MUSIC

MOOD MUSIC. Have students listen to recordings from the school library or from personal collections, and select music appropriate for setting the carnival mood. Tape-record selections for playing during the event.

ALL SUBJECT AREAS

SUMMARY. After the carnival, discuss the following questions:

> How do I get along with other people when I work?
>
> What do I do when other people do not agree with me?
>
> How do I get other people to do things my way?
>
> Am I always right?
>
> What do I do when I don't get my way?
>
> What can I do to help other people feel less discouraged?
>
> How do I feel about the work that other people do?
>
> What meaning would my part of the task have had if other people had not done their jobs?
>
> Who was best at what task?
>
> How were most differences or arguments settled?
>
> What seems to be the most effective way of resolving differences?

With guidance, students can discover their own involvement in conflict situations and alternate ways of responding. These new ways of responding will be of value in improving the classroom atmosphere, as well as in building future interpersonal skills.

LEVEL TWO

THINGS TO CONSIDER

- Why do you think that Vince acted the way he did? Why do you think that Mattie acted the way she did? What would you have done if you had been Mattie? Vince? Suppose their boss had walked in right then. What do you think they would have done? What would have been the result? What were the effects of Mattie and Vince's problem on:

  the rest of the crew?
  the two girls?
  on themselves and the way they felt about their jobs?
  the production schedule?
  the quality of the acting?
  the technical quality of the film?

- Do you think that Brian will ever want to work with Mattie and Vince again? Do you think that the two girls will say "yes" if they are asked to do another movie? Do you think that Mattie will ask for Vince on her next film crew? Why? What do they mean when they say that work for them isn't much fun? How do those feelings compare with feelings that sometimes arise in the classroom, or at home? How do you feel when that happens?

- In the program Brian helped the girls to see that the argument was not their fault. He showed them that there is more than one "right" way to do a job. Having differences doesn't mean you have to "give in." Can you identify differences that you have experienced at home, with a friend, or at school? How did you resolve your differences? Did you give in? Did the other person give in? What would you do the next time?

- Mattie said, "I'm the director; I call the shots, you shoot them." How would you have reacted to her statement? What would you have done differently? What did Mattie try when she wanted Vince to come back? Why did it fail the next day? Is there ever a time when the boss must make some quick and important decisions? When? How can you get the job done and still listen to the opinions and ideas of others?

- Who are some people in your community whose job it is to try to change the behavior of others through interpersonal skills? (Minister, teacher, therapist, counselor, corrections officer, policeman.) How do they do that? Are they successful at it? What kind of people are the most successful at this type of work? How do they interact with others? How could some of them be useful to you as you try to develop interpersonal skills? How could you use the same techniques that they use?

- Sometimes we can get things done by changing our own behavior. What do you do when you want something from one of your parents? A friend? In school? Are there times when you could do something different to make a situation more pleasant? Think about the person you go to when you need advice or help. What is it about that person that makes you go to him or her for advice? What are some interpersonal skills that you could practice so that you could have someone feel that way about you? (Understanding, encouragement, sharing, honest friendship, respect, etc.)

SHORT-TERM ACTIVITIES

This activity is designed to help students become aware of the variety of interpersonal skills available for use, in order to learn to get along better in their personal day-to-day lives.

Invite to the classroom a resource person who deals with behavior changes through use of interpersonal skills. (Child psychologist, parole officer, rehabilitation officer, school counselor, marriage counselor, social worker.) Ask him or her to discuss the problems people have in understanding one another, the kinds of interpersonal skills that can be used to effect change, and ways of developing more appropriate interpersonal skills. After the talk, encourage students to try out a new way of dealing with someone at home (friend, parent, sibling) the next time a conflict occurs. Have students report back to the class.

LONG-TERM ACTIVITIES

PURPOSES:

- to make students aware of the variety of interpersonal skills available;
- to help students assess their own typical behavioral responses to conflict;
- to help students make more effective use of interpersonal skills in resolving conflict situations.

ROLE-PLAY CONFLICT SITUATIONS

Each of us can control, to some degree, the behavior of others by the ways that we react. Use role-playing situations like those suggested below to help students become aware of the skills they can use to resolve a conflict. Encourage students to demonstrate different ideas about how to solve the problems. Have the class discuss the effectiveness of each suggested behavior.

CASE 1. Grandmother has settled down in front of the family's only television set to watch "The Lawrence Welk Show." You tell her that your favorite show is appearing at the same time on another channel. She responds that she's older and should have her way. When you angrily protest, she says that you're disrespectful. In this situations, what might you do to:

make Grandmother so angry that she will report the argument to Mother and Dad?

make Grandmother change her mind and not report the argument to your parents?

get along well with Grandmother for the rest of the evening?

CASE 2. You are babysitting with your eight-year-old brother until your mother comes home from work. He has just come indoors, soaked and enraged, because the teen-aged boy next door hit him with a water balloon. He intends to get his baseball bat and go out and fight. In this situation, what might you do to:

make your little brother even angier?

make your little brother forget about continuing the fight?

make your little brother stay happily indoors until your mother gets home?

CASE 3. You are babysitting with the neighbor's two pre-schoolers for the afternoon. They have been playing cooperatively for some time, but now they both decide they want to use a certain yellow dump truck, and a fight begins. In this situation, what might you do to:

make the children even angrier at each other?

make the children stop their fussing?

reestablish harmony between the children?

CASE 4. Grandfather is visiting, and has decided to surprise your parents by pruning the bushes in front of the house. You know that your parents will not be happy to have the bushes pruned. In this situation, what might you do to:

make Grandfather angry?

keep Grandfather away from the bushes without hurting his feelings?

make Grandfather happily decide to do something else instead?

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SUBJECT ACTIVITIES

MATHEMATICS AND SCIENCE

MEASUREMENT. Divide half of the class into teams of three to engage in various measurement activities and report findings to the class. (Students might be asked to measure: the room's height, length and width; length of a chalkboard or bulletin board; diameter of a round table; length and width of a storage cabinet; height of the classroom door; length of the playground; or length of one exterior wall of the building.) While teams are measuring, have the remaining half of the class observe the interpersonal relationships involved in deciding upon procedures, the division of labor, and communications problems in reporting results. Discuss conflicts which arise and ways in which they are solved, as well as evidences of good interpersonal relations. (Cooperation, listening to ideas of others, etc.)

LANGUAGE ARTS

GROUP DISCUSSION PROCEDURES. Students might want to develop a set of "rules" to facilitate group discussion. Try these out in class by discussing a controversial topic such as "All Recess Playground Games Should Be Open to Members of Both Sexes." Encourage students to talk about dissatisfactions with the group discussion (comments may be directed at the teacher as well as at classmates), but do not allow use of individual students' names.

ART

COLLAGES ABOUT
INTERPERSONAL SKILLS. Divide the class into small groups and assign each group one characteristic of good interpersonal relations. (Cooperation, understanding, respect, encouragement, etc.) Give the groups two or more class periods to find pictures expressing the assigned theme. Old magazines are good sources. (This activity also should generate discussions related to word meanings, as students attempt to define their themes in concrete terms.) Next, have each group make a collage, using only those pictures accepted by all students in the group. The groups might mount pictures on three triangles of colored poster board, taped at the edges to form a spinning mobile for hanging from the classroom ceiling. Suspend a card from each mobile, indicating the theme and names of group members. When the projects are completed, discuss the interpersonal relations involved in this activity. Focus especially on conflicts and compromises experienced by each group.

SOCIAL STUDIES

IMPROVING
INTERPERSONAL RELATIONS. Many companies have programs that are designed especially to improve interpersonal relations. Invite a resource person who works with such a program to the classroom. Ask the guest to explain specific things that are done to improve interpersonal relations. Allow time for a question and answer period. After the talk, encourage students to identify ways that they can apply these techniques to improve their own interpersonal relations at school and at home.

PHYSICAL EDUCATION

A GAME
WITHOUT RULES. Interpersonal skills are involved in virtually all team sports. Have the class try to play a game (basketball, baseball, etc.) with no officials, no respect for rules, no cooperation or team effort. After 10 minutes, return to the conventional system. Which do the students prefer? Why?

Sample Collage (See "Art")

RESPECT
by
John Adams
Jay Jones, etc.

SUCCESS STORY

LESSON THEME:

WHAT IS SUCCESS?

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LESSON GOAL:

To help students explore both internal and external dimensions of success, to define success for themselves, and to project the possible implications their definitions of success might have for their several life roles.

BEFORE THE PROGRAM

Find out what success means to the students by asking them to think of successful people they know. Suggest a variety of occupations such as those listed below. Copy the chart on the board with appropriate occupations and ask the class to rate the success of each person.

	NOT SUCCESSFUL 1	2	3	4	HIGHLY SUCCESSFUL 5
Farmer					
Performer					
School Principal					
Minister, Priest, Rabbi					
Doctor					
Small Business Operator					
Appliance or TV Repairman, Plumber, Carpenter, etc.					
Politician					
Volunteer Youth Leader					
Sports Figure					

Discuss the chart in relation to the students' definitions of success (e.g., famous, rich, influential). Consider questions like:

Is it possible to be successful without making a lot of money?

Are there successful people who are not well known?

Is it possible to be successful without doing something that society values highly?

THE PROGRAM

Dave has been interested in defining success for himself most of his life. When he was young and growing up on his father's farm, he enjoyed drawing, but his father disapproved—thought it was a waste of time. After his family moved to the city, Dave kept up his drawing, but followed his father's advice and took the job that paid the most money, even though Dave thought it was dull and routine.

When Dave was drafted he was able to decide for himself what he wanted to do in the army. He became a military policeman in the airborne division, and the challenge of having to pass tests and actually choosing what he himself wanted to be changed Dave. He began to define success in his own terms, not in someone else's. The skills he acquired as a parachutist helped him develop confidence in his other abilities.

When he got out of the army, Dave was very much on his own—open to new possibilities and determined to find something he was good at and liked to do. Finally, after working hard and saving money, Dave managed to open a leathercraft shop where he makes and sells his own work. Success for Dave is a personal thing, something he has figured out for himself.

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PURPOSES

Level One

As a result of the lesson, students should:

recognize that a person can be successful without being rich and famous;

recognize that success means different things to different people;

recognize that few people experience success constantly;

recognize that people can achieve success in many different ways;

recognize how trying new things can help in discovering how a person can be successful;

understand what success means to them and why.

Level Two

As a result of the lesson, students should:

understand how much their own views of success depend on what others expect of them;

be able to express how their own views of success are different from the views of others;

see how they can influence their own achievement of success.

KEY QUESTIONS

Level One

1. How did Dave's father view success? How were his ideas different from Dave's? Whose definition of success did Dave finally adopt? What do you think he would say if you asked him to define success? What is your definition of success?
2. Dave said that when he got out of the army he began thinking about himself, what he was good at, and what he liked to do. What do you think those kinds of questions have to do with feelings of success?
3. Why did Dave change his mind about the things he thought he could do? What does Dave's story tell you about trying new things that you'd like to do?
4. Is it possible to be interested in and good at a variety of things? What are some examples from your own experiences? What does this tell you about your capacity for success? (See page 68)

Level Two

1. Where did Dave get his first ideas about what it means to be successful? How did Dave's ideas about success change? Are most people's attitudes about success a mixture of their own ideas and those of others?
2. Dave said that when he got out of the army he began thinking about himself, what he was good at, and what he liked to do. How could similar questions lead you to discover your own feelings about success—now and in the future? Are you responsible for your own success?
3. Can you remember a time when you were proud of something you had done? Have you ever been pleased with yourself even though others didn't notice that you had done well? How can success sometimes be very personal and sometimes depend on what other people think?
4. How can you help others feel successful when they have done something well? Is it possible that in creating success for yourself you might hurt the feelings of others? How would you avoid that problem?
5. How does your life at school affect your feelings of success? If you could run your own school, what would you do to help the students feel successful? (See page 70)

LEVEL ONE

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THINGS TO CONSIDER

- Was Dave successful? Why? What do you think Dave would say if you asked him to define success? When did Dave first feel successful? How did he achieve that feeling?

- Why was Dave afraid to volunteer for the airborne division? How did he overcome his fear? What made him change his mind about the things he thought he could do? What does Dave's story tell you about trying new things that you'd like to do?

- Dave said that when he got out of the army he began thinking about himself, what he was good at, and what he liked to do. What do you think those kinds of questions had to do with his feelings of success in the leather shop? Compare his feelings of success with his feelings about his first job. What do you think made the difference?

- How did Dave's father view success? How were his ideas different from Dave's? What did success mean to the boys in the apartment complex? How did Dave's friends at his first job define success? Whose definition of success did Dave finally adopt?

- What things helped Dave feel successful? Would these be the same kinds of things that would make you feel successful?

- Was Dave successful in more than one way? Is it possible to be interested in and good at a variety of things? Can you cite some examples from your own experiences or the experiences of people you know? What does this tell you about your own capacity for success?

SHORT-TERM ACTIVITIES

ACTIVITY 1. Divide students into small groups and ask them to list the steps Dave took to reach his goal—the leathercraft shop.

Suggestions from the script:

He considered his own interests and talents.

He set a goal.

He developed a plan for reaching his goal (attending school, borrowing and saving money, etc.).

He tried out his plan to see if it made him feel successful.

Next have the groups list three things Dave had to give up in order to carry out his plan. What kind of decisions did he have to make? Now ask students to apply what they learned about Dave to Nancy:

Nancy is thirteen. She worries because she doesn't feel that she is really good at anything. She has some friends who always ask her to go along when they do something. She usually goes and has a good time, but seldom is the activity her idea. It seems to Nancy that she never meets anybody new. She used to enjoy her piano lessons but she quit before the recital. Besides, they took time away from her free afternoons. She needs a new bike but her parents say that she will have to pay for it herself, and she never seems to have enough money left over from her allowance. She thinks that nothing exciting ever happens to her. She isn't really a success at anything.

Have the groups write responses to the following:

1. Name one thing that interests Nancy.
2. List one goal that Nancy could strive for that is related to that interest.
3. List some ways Nancy could achieve that goal.
4. Name one thing Nancy would have to give up to reach that goal.
5. Name one way Nancy could test her ideas about success.

Compare the responses. Discuss the students' suggestions for ways that Nancy could experience success. Who is really responsible for Nancy's feelings about her own success?

ACTIVITY 2. Review the list of occupations written on the board before the program. Which people did the students rate as highly successful? For each person mentioned, ask the students to tell about an event in his or her life that the students would interpret as successful. Discuss the possibility that even successful people sometimes experience failure. Ask students to write a paragraph about an incident in their own lives that they consider to be a successful event. The reports might be in diary form: "Dear Diary, Today was the best day of my life because _____."

LONG-TERM ACTIVITIES

The long-term activity is designed to:

- broaden students' ideas about success and what constitutes success;
- help students compare single successful experiences with the general feeling of satisfaction and success.

CASE STUDIES OF SUCCESS

Students might select a cross-section of workers in the community and find out what success means to them. The matrix in the *Level One, Subject Activities* section of *Treasure Hunt* is a representative sample. Following the interview procedures outlined in *Treasure Hunt*, students might base their interviews on two questions:

1. What do you like best about your work?
2. What was the best day you ever had on the job?

While interview conversations will go beyond these two questions, they will provide a base for students to compare *general feelings* of satisfaction and success with *specific experiences* of success. These events could then be aligned with the occupational fields discussed earlier in this lesson to discover what success means to people who enjoy many different kinds of work.

SUBJECT ACTIVITIES

SOCIAL STUDIES AND LANGUAGE ARTS

SUCCESSFUL POLITICAL AND SOCIAL LEADERS. Discuss the ways that successful political and social leaders are or were successful and how they attained success. The students' responses should help illustrate:

- how people become successful by meeting the needs of others;
- how people become successful by providing goods and services, by transmitting ideas and culture, or by managing;
- how people become successful by cooperating with others.

Then ask students to assume the roles of different well-known personalities in mock interviews. The two questions used in the worker interviews could serve as opening questions. Biographies, films, and television might be used as resources to help students develop insight into the various phases of the person's life, and help them understand the degree of success that the person might have felt at different stages in his or her life. By including in the mock interviews the question, "What do you consider to be your biggest disappointment?" students could dramatize the concept that no one is successful all the time.

LANGUAGE ARTS

INCREASING CONSUMER AWARENESS. Select advertising from billboards, magazines, newspapers, and television that appeals to the consumer's desire to be successful. Have students develop a bulletin board of advertising that appeals to this desire and label each item according to the kind of success it portrays (money, glamour, fame, status, etc.). Ask students whether or not buying a particular product could really make one successful. Discuss how informed consumers should react to advertising that appeals to the desire for success.

FINE ARTS AND PHYSICAL EDUCATION

YOUNG PEOPLE WHO HAVE ACHIEVED PROMINENCE. Develop bulletin boards, mobiles, or collages about young people who have achieved prominence in sports or in the fine arts. Have students find out how they did it—the self-discipline, the hours of practice, the personal sacrifices, and their reasons for doing it. Magazine articles, biographies, films, and television programs might provide some information, but a personal letter to the individual could be very interesting. (Don't forget such resources for "stars" as the local high school athletic department, band or orchestra, art or drama club, etc.)

SCIENCE

SUCCESSFUL PEOPLE IN THE SCIENCES. Discuss the contributions of several people in the sciences and the rewards they have experienced—from a rural doctor's personal feelings of satisfaction, to a Nobel Prize winner's feelings of pride. Compare the internal feelings of satisfaction experienced by these people with the external recognition they have received from society. Consider the ways that successful work by individuals in science have contributed to more successful lives for others. (Salk's vaccine, Carver's work in agriculture, etc.) You might also discuss how the use of scientific discoveries and inventions depends on value judgments (e.g., controlling atomic power, insecticides, and herbicides). This could easily lead to a discussion about why success should be used for the general good of society.

ALL SUBJECT AREAS

SUMMARY. In a class meeting discuss:

- the different ways the people who were interviewed and studied attained success;
- the goals and sacrifices necessary to attain success;
- the feelings of success and the rewards gained by people at work in the community;
- the difference between success you recognize within yourself and the status of success conferred on you by others;
- the ways that the students are or might become successful;
- the different definitions of success uncovered in the project.

LEVEL TWO

THINGS TO CONSIDER

What did Dave's father want for his son? What did Dave's friends at the post office expect of him? Where did Dave get his first ideas about what it means to be successful? How did joining the airborne division change Dave's thinking about success?

Do you think Dave's father was proud of his success at the leather shop? Why? Which of Dave's ideas about success were his own? Which grew out of his father's hopes for him? How are most people's attitudes about success a mixture of their own ideas and those of others? What can happen if your ideas about success are very different from everyone else's?

Dave said that when he got out of the army he began thinking about himself, what he was good at, and what he liked to do. What do these questions have to do with his feelings of success in the leather shop? Compare those feelings with his feelings about his first job. What do you think made the difference? How could such questions lead you to discover your own feelings about success? What else would you need to know to be successful? Are you responsible for your own success?

Dave feels successful because he achieved a goal that he set for himself. How successful do you think he would feel if no one bought his leatherwork? How much do Dave's feelings of success depend on what others think of his work? Would you consider Dave to be successful? Why? How do your feelings about success differ from Dave's?

Can you remember a time when you were proud of something you had done? Have you ever felt successful because others liked your work? Have you ever been pleased with yourself even though others didn't notice that you had done well? How can success sometimes be a very personal thing and at other times depend on what other people think?

How do we know that Dave was pleased with his own accomplishments as a parachutist and as a craftsman? Do you congratulate yourself when you achieve a goal? How can giving yourself credit for the things you do well help you feel successful? How can you help others feel successful when they have done something well? Is it possible that in creating success for yourself you could hurt the feelings of others? Think of some examples in which your success could also help bring success to others.

In what ways does your school affect how successful you feel? If you could run your own school, what would you do to help the students feel successful? Name one thing that your school could do to increase your feelings of success as a student. Discuss how some of these suggestions could actually be tested.

SHORT-TERM ACTIVITIES

ACTIVITY 1. SUCCESS AT HOME. Ask students to write down one example of something they did during the last week or month that they feel was a success. Then ask them to write an "L" if the event was connected with a play or leisure activity, a "W" if the event was connected with work at home, or an "S" if the event was part of their lives as students.

Have a show of hands to see how many students listed successful events in connection with each of these three categories.

Is success something that is related to family, friends, and leisure activities as well as being related to making a living?

Does success in one of these areas carry over into the other areas?

ACTIVITY 2. SUCCESS AT SCHOOL AND AT WORK.

1. Ask students to write down the characteristics of a successful student. Survey the class and make a list on the board of the characteristics mentioned most often. Also list some of the unusual characteristics mentioned.

2. Ask each student to take home several 3" x 5" cards Each student should request that parents or neighbors (people who work) list on the cards some of the characteristics they feel describe a "successful" worker.

3. Do a second survey of the class based on the 3" x 5" cards, covering both the most frequently listed and most unusual characteristics suggested.

4. Compare the characteristics listed by the people who work and those listed by the students. Why do some characteristics appear on both lists? What might account for the differences? Do characteristics fall into categories —work habits, attitudes, ability to get along with others, knowledge of the task? How could the school be changed to help students develop these successful characteristics? How could these characteristics be recognized and rewarded within the classroom?

LONG-TERM AND SUBJECT ACTIVITIES

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PURPOSES:

Students should have the opportunity to:

- experience success through individual achievement;
- see why success for the individual should be expressed in relation to the good of the total society;
- see how feelings of success can be gained from meeting the needs of others.

PROJECT: EXPERIENCING SUCCESS

Help students select from among a variety of projects that would give them an opportunity to experience feelings of success. The projects might be similar to those in the *Long-Term Activities* section, *Level One* of *Decisions, Decisions;* that is, individual home projects such as a vegetable garden, conducting a fix-it campaign to repair damaged articles, or correcting a health or safety problem. See *Decisions, Decisions, Long-Term Activities, Level One* for complete information about this type of project.

Suggest to students that they select a project that would give them the greatest feelings of success. Help them set realistic goals that they can achieve, and as their projects progress, ask them to think about:

their feelings of accomplishment;

the effects of their efforts on others;

the factors that influenced their success;

how they knew they had been successful.

Another type of project might demonstrate why success for the individual should be expressed in relation to the good of the total society. The *Long-Term Activity, Level Two* in the lesson *People Need People* would be very useful. The project in that lesson is constructed to give students experience in meeting the psychological or physical needs of the elderly, the handicapped, the disadvantaged, etc. For example, student projects might be shopping trips, food baskets, entertainment, or flower arrangements. For a complete outline of this type of project, see the *Long-Term Activity, Level Two,* of *People Need People.*

The summary discussion suggested in the *Long-Term Activity, Level Two* of *People Need People* could be expanded to consider how students experience success by helping others, how the people they worked with could be helped to experience success, and how dependent persons can be influenced by others' attempts to achieve success. Students might also discuss the following statement:

As environmental resources become scarcer, success may be measured more and more in relation to what one can do to improve the quality of life for others.

THE WAY WE LIVE

LESSON THEME:

LIFE STYLES

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LESSON GOAL:

To help students explore the range of alternative life styles and to help them discover whether various career choices, and their associated non-work aspects, are in harmony with the life styles they might consider for the future.

BEFORE THE PROGRAM

Ask several students to describe what the members of their families might do on a typical Saturday. List on the board some of the activities that indicate different life styles between families. Have students decide why the activity was being done. (It was a responsibility, it was a leisure time activity, it was a hobby, etc.)

Ask students to name the working hours of a member of their family. Are the hours regular or variable? Does this person have to do work related to his job after working hours? How does the job affect the things the family does for leisure activities? Does the worker often have to be away from home after normal working hours?

The things that people do often indicate what is important to them. List some things that you have seen other people do (both at work and play) that indicate what they feel is important. Give examples of three things that you do because you feel they are important to you.

THE PROGRAM

There are almost as many different life styles as there are kinds of work. In this documentary, the members of a West Virginia family tell us about the way *they* live—their attitudes toward work and home, their leisure activities, and the values that shape their daily lives.

John's father has been a welder at a large chemical plant for most of his life. He likes his work, and especially values his free time after the work day is through. "Eight hours a day is long enough to work," he thinks. John's mother is satisfied with her career as a nursing instructor in a vocational school as well as her responsibilities to her family and home. She does not want to trade her full days for a different life style.

Even though their son John enjoys the time he has with his parents to work on projects or to hunt and fish, he is curious about what life would be like with other families. Would he prefer to live on a farm like the neighbors down the road? Or maybe it would be fun to be an entertainer, like one of the Cochran family of musicians. But John decides that, after all, he likes the way he lives best.

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PURPOSES

Level One

As a result of the lesson, students should:

be able to describe several differences in the way people live;

be able to identify areas of similarity and difference between several contrasting life styles;

identify some aspects of life styles that they find appealing;

understand that people sometimes have to compromise to achieve their desired life style.

Level Two

As a result of the lesson, students should:

be able to identify several personal characteristics, locations, and activities that can be used to describe life styles;

be able to describe their own life styles;

be able to identify some aspects of different life styles that they find appealing;

be able to identify aspects of different life styles that do not appeal to them.

KEY QUESTIONS

Level One

1. How would you describe the life style of John's family? What kinds of life styles does John think about that are different from his own? How is your family's life style similar to those you saw in the program?
2. Why does John's father prefer the job that he does now to being in business for himself? What is his life like when he isn't working? How does his job affect his family's life style?
3. Which of the three life styles (the farm family, the Cochrans, and John's family) allows the most free time? Why? How do career choices control how much free time people have?
4. Suppose you had all day Saturday to yourself with nothing you *had* to do. How would you spend your free time? Compare your answers with those of other class members. (See page 74)

Level Two

1. What are the personal, social, and economic aspects that make up the life style of John's family? How do you suppose Mr. Cochran's life is different from the life style of John's father? Do you think they would be willing to change places?
2. To what extent did John's family choose their life style? To what extent are they free to change it? Do you think they will?
3. How would you compare your own life style to that of John's family? If you could create your ideal future life style, what would it be like?
4. How could you learn more about life styles that are different from your own? Why is it important to learn about them? Which is more important, to be happy with the way you live or to be happy with the work you do? (See page 77)

LEVEL ONE

THINGS TO CONSIDER

What kinds of life styles does John think about that are different from his own? How are they different? How are those differences related to the family's kind of work? How is your family's life style similar to those you saw in the program? How is it different? John's father said that eight hours a day is enough to work. What does he mean? Why does he prefer the job that he does now to being in business for himself? What is his life like when he isn't working? Do you suppose that the Cochrans or the farm family use their leisure time the same way that John's family does? Why? How does the kind of job that John's father holds affect his family? Suppose he did decide to become a farmer. How would John's life change? Suppose your family decided to make a major move. (City to country, military to civilian, etc.) Would your life style change? How? How much does your life style (your relationship with your parents and friends, your free time activities, your family customs) depend on the work roles in your family?

What kind of work does John's mother do? Do you think she enjoys her job outside her home? How does her career affect her own personal life style? What did John's father like about his work? What satisfactions did he get from his job? What do you think the farmer would have said if you asked him what he liked most about farming? What do you think the Cochrans would say? How do people's feelings about their work influence how they feel about themselves when the work day is over?

Which of the three life styles (the farm family, the Cochrans, and John's family) allows the most free time? Why? Why do you suppose the farm family was willing to work longer hours? How do career choices control how much free time people have? Do you know someone who has a lot of free time? What kind of work does that person do? What does that person do with his or her free time? How much free time do you have now as a student? How do you use your free time? Is free time important to you?

Which of the three families do you think needed the most money to maintain their life style? What do you think they spend their money on? Do you think any of the three families needed more money? Why? What life styles do you know about that require more income than that of John's family? Less income? How does the life style people choose relate to the amount of money they need to earn? How can earning more money change your life style? Why do some people think they need more money than others to be happy?

How would you describe the life style of John's family? How is it different from the life style of a newspaper reporter in a big city? An airplane pilot? A long-haul truck driver? A forest ranger? A teacher? A banker in a small town? A mayor? A doctor? A policeman? Think about someone you know who works and make a list of the characteristics of that person's life style. Which items on your list are controlled by career choice and which stem from the personal preferences of that person? Do you suppose that all welders like to hunt? How can people who hold the same job in the same town have very different life styles?

Suppose you had all day Saturday to yourself with no tasks or responsibilities; with nothing you *had* to do. How would you spend your free time? Would you still spend your time that way if:

someone offered to pay you $15.00 to clean a vacant lot?

an elderly neighbor needed someone to grocery shop for him or her?

an adult in the neighborhood offered to take you along to watch an interesting kind of work?

someone gave you 40 tomato plants to put out in the garden?

one of your parents suggested that someday soon you'd need to clean out the attic?

your mother (although she didn't actually ask you) needed someone to babysit for your two-year-old brother so she could go to a friend's house?

If you would give up your free day for any of these reasons, why would you do that? Compare your answers with those of other class members. Is free time more valuable to some people than to others? How can knowing your feelings about free time help you when you make school and career choices?

SHORT-TERM ACTIVITIES

ACTIVITY 1. List on the board several aspects that influence a person's life style. Sample items might include:

freedom to make decisions;
large income;
regular working hours;
opportunity to influence the thinking of others;
recognition;
use of special skills and abilities;
free time for hobbies or recreation;
opportunity to help other people;
new and varied experiences;
clean and pleasant place to work;
involvement of family in work;
personal pride in product.

Ask students to rate John's father, John's mother, and the Cochrans on the importance of each of these items in their lives. Discuss student responses.

ACTIVITY 2. Make a list of items like those above and give each student a copy. Have each student rank the items in terms of personal importance *at this time*. Ask each student to write a paragraph about the item that he or she put in first place. Paragraphs might be shared with the entire class to illustrate the different feelings people have about what is important. Discuss the factors that might cause a person to change priorities in the future.

ACTIVITY 3. Write to a classroom in a community very different from yours. Trade names, ages, and addresses, so that each student can pick a pen pal. Students might exchange letters, pictures, newspapers, and other items of interest. Share the communications with the class in order to compare and contrast life styles.

LONG-TERM ACTIVITIES

The purpose of this activity is to help students begin to consider their life style preferences, and to help them express their feelings about what aspects of a life style are important to them.

PERSONAL PREFERENCES

One indication of value and priorities that helps determine a life style is a person's preferences in leisure activities.

To help students think about their personal preferences, ask them to take a few minutes of class time daily to record the three most enjoyable activities that they participated in during out-of-school time on the previous day. (Recording could last for 4 to 5 days. Be sure to include Monday to cover weekend activities.) Ask students to indicate the one activity on each day's list they found most enjoyable.

At the end of the recording period have students summarize their preferences. Were these activities:

Physical or sedentary?
Indoor or outdoor?
Alone or with friends, family, or other adults?
Work or play oriented?
Institutional (related to school, church, social or civic organization) or independent?

Can a pattern of preferences be detected? Students might form small groups to compare summaries with classmates and talk over their differing preferences. Discuss any insights students might have gained concerning personal priorities and preferences.

SUBJECT ACTIVITIES

MATHEMATICS

GRAPH
TECHNIQUES. Working alone or in groups, students might use a variety of graphing techniques (simple frequency tally, bar graph, line graph, pictograph) to summarize the classroom differences in personal priorities identified in *Short-Term Activities*, Activity 2. The percentage of the class ranking each priority in first place also could be calculated for a pie graph. Discuss the advantages and disadvantages of each type of graph. The discussion might include ways in which graphs sometimes are used to misrepresent data. (By changing the scale to make differences appear larger or smaller.) Some students may wish to experiment with making two or more graphs, using the same data but different scales.

SOCIAL STUDIES

EFFECTS OF
SOCIAL CHANGE. List on the board some examples of social change in contemporary America. (The move from an agrarian to an industrialized society, the shift from the extended to the nuclear family, family mobility, urbanization, changing role of women, rising divorce rate, declining birth rate, etc.) Discuss the ways that such social changes affect and change life styles.

LANGUAGE ARTS

WHAT PREFERENCES
TELL OTHERS. Ask students to list and describe their five favorite out-of-school activities. Have students exchange these activity lists. (Names should be withheld.) Ask each student to write a description of the person from the information on the list that he or she receives. These descriptions might be returned later to the original authors to show how the signals we send are interpreted by others.

LIFE STYLES
IN LITERATURE. Read to the class the Newbery Award-winning novel, *Shadow of a Bull* by Maia Wojciechowska. Discuss the book's theme (the necessity, when choosing a life's work, of being true to oneself). Other discussion topics might include the external factors influencing Manolo's choice, and the values and priorities that are expressed in his ultimate decision.

MUSIC

RELATING MUSIC
TO LIFE STYLE. Play several contrasting kinds of music (classical, hard rock, bluegrass, country and western, blues) and have the students discuss their impressions of the life style of the people who come to mind. Discuss the possibility of inaccurate stereotypes. Related discussion might deal with questions like the ones that follow. Why do you think music may be related to or be a part of one's life style? Why does a society attempt to maintain concert halls? How does your own preference in music seem related to your personal life style? Are your musical preferences like those of your parents? Why or why not?

LEVEL TWO

THINGS TO CONSIDER

- How would you describe the life style of John's family? What are the personal, social, and economic aspects that make up their life style? How do you suppose Mrs. Cochran's life is different from the life style of John's mother? What are some of the ways that you might expect Mr. Cochran to be different from John's father? Would they have some differences about what they consider to be important? Do you think they would be willing to change places? Why? Are their careers consistent with the things they think are important?
- To what extent did John's family choose their life style? To what extent are they free to change it? Do you think they will? Why? Do you think that John's family is pleased with the way they live? What makes you think so? Would you trade places with John? Why? Why not? Would you like to be one of the Cochran family? What appealed most to you about the different life styles you saw in the program?
- How would you compare your own life style to those of John's family, the farm family, and the Cochrans? If you were an adult, how much would your life style be affected by:

  where you lived?

  how much money you earned?

  the kind of work you did?

  the mental and physical demands of your job?

  what others thought about your work?

  changes in the economy which might change the demand for your job?

  what was important to you as a person?

- If you could create your ideal future life style, what would it be like? Write a brief description and, if you care to, share it with the class. How would you go about achieving that life style? What would you have to do? What would you be giving up if you changed from your family's life style to your own ideal life style? What sacrifices would you have to make to have that kind of life as an adult? What jobs would allow you to enjoy that kind of life? What abilities would you need? What skills and abilities could you be practicing now?
- Name three occupations that you might be interested in if you were an adult. How would you describe the life style associated with each? In what ways would your life be affected if you chose any one of those three occupations? In what ways would your life style be independent of your work role? How do these work-related life styles compare with the ideal life style you just described? What are the differences? Could you resolve the differences between these life styles and your ideal life style?
- How could you learn more about life styles that are different from your own? Why is it important to learn about them? Which is more important, to be happy with the way you live or to be happy with the work you do? Why? How are these two things dependent on each other?

SHORT-TERM ACTIVITIES

Help students share ideas for a constructive and purposeful use of leisure time through planning a school hobby fair. Ask each student to set up a display based on his or her special collection or interest. (Books, camping, athletic activities, sewing, etc.) The display might include a short written report on sources of information about the hobby, the satisfactions that can be derived from the activity, and cost and sources of materials needed for the activity.

As a follow-up to the hobby fair, plan a quarterly or monthly hobby newspaper. This publication could contain: detailed accounts by students of hobby activities; information on places to go and things to see; sources of materials; movies and TV programs of interest to certain kinds of enthusiasts; and interviews with adults who have interesting hobbies. Focus especially on adults who have turned hobbies into profit, by combining vocation and avocation.

LONG-TERM ACTIVITIES

PURPOSES:

- to involve students in a detailed examination of one or more occupations in terms of career and life style interrelationships;
- to help students identify human needs and external factors that may affect life styles;
- to help students identify occupations related to their personal abilities and values.

WORK AND LIFE STYLE INTERVIEWS

Each student should interview one or more working adults, using a check list similar to the sample suggested (p. 78). Ideally, people chosen for interviewing should represent several different fields and several different levels. (Unskilled, skilled, technical, professional.)

After the information has been gathered, students should discuss and analyze any relationships that become apparent. Specific questions might include:

How does a person's work influence his or her family life?

How does work determine leisure time activities?

Why does work sometimes take precedence over non-work activities?

What kinds of conflicts between personal preferences and external factors lead to job dissatisfaction?

How is your family's life style different from the one you studied?

Is it possible for people to change their life styles? What would they have to give up to do so?

Do any of the occupations studied seem especially suited to your own abilities and values?

SAMPLE WORK AND LIFE STYLE INTERVIEW CHECK LIST

(See Long-Term Activities)

Occupation _____

Circle the number of hours worked per week:

15-25 **26-35** **36-45** **46-55** **More than 55 per week**

ABOUT YOUR JOB

CIRCLE ONE OF EACH PAIR OF STATEMENTS:

Hours are regular	Hours are irregular
Hours are determined by me	Hours are determined by others
Day	Night
Steady and dependable	Sometimes out of work
Work in one place	Work in different places
Work inside	Work outside
Work is clean	Work is dirty
Work is quiet	Work is noisy
Work mostly with people	Work mostly with things or numbers
Work by myself most of time	Work in a group most of time
Responsible only for myself	Responsible for what others do
Work at my own speed	Work under pressure
Work is varied	Do the same thing most of the time
Can choose activities	Am told what to do

ABOUT YOUR LEISURE

CIRCLE ONE OF EACH PAIR OF STATEMENTS:

Have a hobby: (Name it)_____	Don't have a hobby
Most of my leisure time spent with family and neighbors	Much of my leisure time spent with people I work with
Most of my time away from job is free to do what I want	A lot of my time away from job has to be spent on activities related to job
Travel with family to see other parts of the country or world	Usually don't take long trips during vacation

CIRCLE THOSE THINGS YOU PREFER TO DO WITH YOUR LEISURE TIME:

Entertainment Concerts Sporting Events Auto Races

Art Shows Movies Card Games Parties

Entertaining Friends Other: _____

PLACE OF RESIDENCE

CIRCLE ONE ON EACH LINE:

City City Suburb Country

Large House Apartment Small House

Have moved several times Have not had to move around much

Close to work Pretty far from work

EDUCATION AND TRAINING

CIRCLE THE APPROPRIATE CATEGORY OR CATEGORIES:

Less Than High School	High School	2 Years Beyond High School
College Degree (Bachelor's)	Graduate Degree (Master's or Doctorate)	Apprenticeship
On-The-Job Training	Military Training	Correspondence School
Special Short-Term Training		

THING LIKED BEST ABOUT JOB AND REASON: _____

_____

THING LIKED LEAST ABOUT JOB AND REASON: _____

_____

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SUBJECT ACTIVITIES

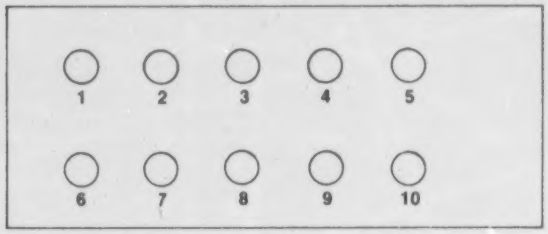
MATHEMATICS AND SCIENCE

PUNCH CARD
CLASSIFICATION. Students might use a punch card system to classify and tabulate the interview data, in order to answer questions of interest to them. This activity demonstrates the nature of an automated system of coding a classification scheme, and the ease of recovering such stored information.

PROCEDURE

Give each student a 5"x7" index card with holes punched at equal intervals along one or both edges and numbered. (See illustration.) Each student also should have one completed interview check list form.

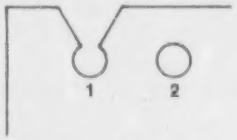
Sample Index Card



Working as a class, assign each numbered punch a classification category. Categories might include: professional or nonprofessional; skilled worker or not a skilled worker; have a hobby or do not have a hobby; responsible for others or not responsible for others; work in a group or work alone; take long trips or don't take long trips; live in a house or don't live in a house.

Have students make a notch in each punched hole (see illustration below) that represents one aspect of the assigned classification category. For instance, if punch "1" has been given "professional or nonprofessional" as a category, have class members notch the punch if their interview check list shows that the worker is a professional. The punch should be left unnotched if the worker is a nonprofessional. Continue in this way with the rest of the categories. (Record the classification code on the board.)

Example of Index Card Notched



Next, a nail or knitting needle can be inserted through any given punch in the entire pack of cards, and gentle shaking will sort cards into two categories. For instance, in the example above "professionals" will fall off and "nonprofessionals" will remain on the spindle. Using this technique, students can answer a variety of questions about the data:

How many unskilled workers live in houses?

How many professionals have hobbies?

Are most skilled workers responsible for others or responsible only for themselves?

Do most professionals work in a group or work alone?

Do most skilled workers take long trips?

(In answering such questions, be careful to avoid value judgments.)

LANGUAGE ARTS

HOW WE SEE OTHERS. Students could write a description of a parent or an adult friend in terms of the kinds of personal priorities and values that seem to go along with that person's occupation and life style. (Students might choose to write only about the person's occupation and life style rather than concentrating on priorities and values.) Read the compositions to the class and discuss the students' personal priorities and values implied by the descriptions.

ART

A SELF-AWARENESS
COLLAGE. Discussion of the different feelings people have about what is important might lead to collage interpretations of "The Real Me," with each student depicting artistically his current life style and priorities. Old magazines and newspapers are good sources of material for this project.

SOCIAL STUDIES

FACTORS INFLUENCING
OUR LIFE STYLES. To increase self-awareness, each student might fill out a "work and life style" check list similar to the one suggested for the *Long-Term Activities, Level Two.* Analysis of how the resulting profile is influenced by home, school, friends, and community will help to illustrate some of the factors that determine or correlate with an individual's life style. Students may be interested in comparing responses on certain items such as "pressure," "people-things," etc.

HEALTH EDUCATION

IMPORTANCE OF
GOOD HEALTH HABITS. Although not included as an area on the sample interview check list, varying types and amounts of physical activity are required by different occupations. The physical activities engaged in as leisure pursuits also vary widely. Indicators of both degree and kind of physical activity could be added to the interview schedule. The resulting data would illustrate the importance of good health as well as good health habits. Students might create a bulletin board or other visual display of their findings.

PLANNING AHEAD: THE RACER

LESSON THEME:

SHAPING ONE'S DESTINY

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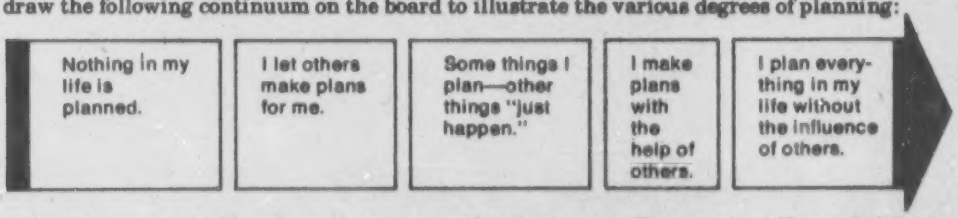
LESSON GOAL:

To help students increase the ability to establish, test, and modify short-term and long-term goals, and to help them understand how goal setting and planning increases the control they have over their own lives.

BEFORE THE PROGRAM

Review the section in *Decisions, Decisions* about *goals, choices,* and *risks.* Then discuss the importance of planning when trying to achieve goals. Talk about what might happen at your school if one day everybody who worked there tried to work without any plans. Then draw the following continuum on the board to illustrate the various degrees of planning:


Nothing in my life is planned.
I let others make plans for me.
Some things I plan—other things "just happen."
I make plans with the help of others.
I plan everything in my life without the influence of others.

Ask students to decide where they are on the continuum. Discuss the effects of the two extremes and predict where most people who have an adequate degree of self-control might place themselves. Explain that after the program, the class will talk about ways to have control over your own life by setting goals and making plans.

THE PROGRAM

Dreams can often become reality, but it takes careful planning and a lot of hard work.

Johnny loves cars, and often spends time at his Uncle Bill's garage watching the mechanics work. One day Johnny finds a beat-up old wagon and decides to use the wheels to make a soap-box racer. He manages to get the racer together, but his dream machine quickly runs into trouble, because it was done without knowledge, planning, or care.

After a discouraging crash on the test run, Johnny is ready to abandon the project. When he talks to his father about it, his father says that the failure was predictable because Johnny hadn't planned properly. Suggesting that Johnny look for help in planning, his dad comments that Uncle Bill had once undertaken a similar project. Maybe Johnny should talk to him. . . .

With his uncle's help, Johnny makes careful plans, earns money to pay for parts, learns to use the proper equipment, and finally achieves his goal. "The Racer" is a success. Johnny has learned how much planning and work it takes to make one's dreams come true.

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PURPOSES

Level One

As a result of this lesson, students should:

be able to give examples of goal-oriented behavior;

be able to give examples of behavior demonstrated by people without goals;

express an understanding of one's ability and freedom to plan;

identify some of the rewards of planning;

understand that planning requires making choices about how to use one's time and resources.

Level Two

As a result of this lesson, students should:

be able to describe how goals are selected and achieved;

be able to weigh the rewards that might be gained against the commitment required to achieve a goal;

be able to describe the need for flexibility in planning;

be able to assess the planning process and recognize when a change in plans is necessary;

be able to estimate how much commitment is necessary to achieve one's goals;

describe the personal, educational, and material resources required to achieve tentative career goals.

KEY QUESTIONS

Level One

1. What was Johnny's goal? What did he have to do before he could achieve his goal? When have you accomplished a dream of your own? What did you have to do to achieve your goal?
2. Why did Johnny's first attempt at building a racer fail? What did he do differently the second time? How did planning help him? How could planning ahead help you?
3. Name a career goal that you think might be exciting. What steps would you have to follow to reach the career goal that you just mentioned? How is building a racer like achieving a career goal?
4. What long-term career goal did Johnny have for himself? What short-term goals? What are your long-term goals? How can setting short-term goals be helpful, even if you know you might change your long-term goals? (See page 82)

Level Two

1. What goal did Johnny set for himself? What did he have to give up to achieve that goal? How did planning make it possible for Johnny to reach his goal?
2. When do you think Johnny realized that something was wrong with his first racer? What changes should he have made? Why is it important to find out if your plans are working?
3. What characteristics did Johnny have that made you think he would succeed? Even if you had the best of plans, what personal characteristics would you need to make the plans work? How can you practice those skills?
4. Johnny said that he would like to be a mechanic when he grows up. What is he doing now that will help him achieve that goal? Think of a career goal you've considered for yourself. What would you have to do in order to achieve it? What would you have to sacrifice? What planning could you do now to help you reach your goal? (See page 85)

LEVEL ONE

THINGS TO CONSIDER

What was Johnny's goal? What did he have to do before he could achieve his goal? How do you suppose Johnny felt about his accomplishment? Why? When have you accomplished some dream of your own? How did you do it? How did you feel about your success?

Why did Johnny's first attempt at building a racer fail? What did he do differently the second time? List on the board the steps he took to plan his project the second time. How much could Johnny do on his own? What did he need help with? How did he get that help? In what ways did planning pay off for him? Have you ever set a goal? What help would you need to achieve your goal? How could you get that help?

Name a career goal that you think might be exciting. How is building a racer like achieving a career goal? How is building a racer like becoming an airline pilot? What would you have to do to become an airline pilot? What type of education would you need? What special abilities must you develop? How long would it take? If you wanted to have the career that you mentioned just now, could you do it? How? How is reaching career goals like following the steps listed on the board for building a racer?

What materials did Johnny need to build his racer? How did he get those materials? Name the things Johnny had to do to get what he needed. Why do you think Johnny was willing to give up his free time? Could he have built the racer without giving up anything? How does your willingness to make choices and give up things influence your chances of reaching your goal?

What long-term career goal did Johnny have for himself? What was his short-term goal? If you had been able to watch Johnny and his friend Frank for a few days, would you have been able to tell which boy had set goals for himself? How would you tell? How can setting short-term goals for yourself be helpful, even if you know you might change your long-term goals as you go along?

How much control did Johnny have over building himself a racer? How much control do you have over what you do or what you might become? Who is in charge of your plans? How is your freedom to plan for yourself like Johnny's freedom to build a racer?

SHORT-TERM ACTIVITIES

Many people have goals they'd like to achieve, but either they don't act on their goals or they don't know what action to take. They follow their habits rather than make plans, and tend to see themselves as being unlucky or as leading uninteresting lives. Discuss this problem with the students, emphasizing the rewards that can be realized by setting goals, making personal commitments, planning, and achieving success. Write examples on the board of specific goals appropriate for the students, and ask them to expand the list. (To make the little league team, to do something special for my parents each week, to save money to buy a bike, to improve my school grades in math.) Have students think of all the ways they can to achieve the goals listed on the board. Then have students form small groups to combine and expand their ideas, rank the top three goals, and rank the choices under each of the three selected goals.

Students could rank their choices by writing "yes" by those plans they'd be willing to try, "maybe" by those they'd consider trying, and "no" by those they'd reject. Have the class discuss the results and think about:

the variety of ways goals can be achieved;

the usefulness of specific plans for goals;

the advantage of having goals to accomplish things they would like to do.

(Some students at the fourth grade level will hesitate to establish goals because they don't think they can achieve them. The teacher should help them establish a goal that they can almost certainly achieve within one hour. For some students this will be essential.)

LONG-TERM ACTIVITIES

The purpose of this activity is to give students the opportunity to discover:

- how planning is used to accomplish tasks;
- how the goals of the school depend on the planning of individuals;
- how people use goal setting and planning to help control their work roles and their personal lives.

PLANNING IN THE SCHOOL

Assign groups of two or three students to different work areas in the school to interview school employees to find out their job goals, and the role of planning in their daily work. One group might talk with teachers. Others could meet with the principal, the lunchroom manager, the custodian, the media specialist, a person from the central office staff, a secretary, a teacher aide, and a volunteer worker in the school. Have students compile a list of questions similar to those that follow to structure the interviews.

DAILY PLANNING

1. What are your goals for the day?
2. What do you do to meet those goals?
3. What do you need in order to carry out your plans for the day?
4. How do you determine whether or not those goals have been met?
5. What do you do if you have not met your daily goals?

PERSONAL PLANNING

1. When did you first decide you might be interested in a job like this?
2. What did you do to get the job?
3. What are your long-range plans for yourself?

PLANNING WITH OTHERS

1. How do your plans fit into the overall school plan?
2. How do you coordinate your plans with others?
3. What would happen to our school if you didn't follow through with your plans?
4. How do you depend on others to help you meet your goals?

If possible, arrange for the students who interviewed school employees to sit in on planning sessions. (Faculty meetings, lunchroom and custodial meetings, conferences with food suppliers, conferences between central office consultants and teachers, briefings by the media specialist on plans for acquiring new materials, etc.) Students might want to find out how one particular school event is planned and carried out. (The preparations for a field day, the installation of new equipment, the implementation of a new curriculum, the Parents' Day luncheon, etc.)

As a follow-up activity, students might want to develop plans for home study, periodically assessing and adjusting their plans, and finally arriving at a formula that works for them. A good procedure to follow would be:

1. Determine the task to be done;
2. Determine deadlines;
3. Decide when it will be done;
4. Allow for extra time that might be needed;
5. Decide where it will be done with least interruption and distraction;
6. Decide what materials and assistance will be needed;
7. Gather all the necessary resources before beginning work;
8. Assess goal achievement and revise the process as necessary.

SUBJECT ACTIVITIES

MATH, LANGUAGE ARTS, AND SCIENCE

OPERATING A SCHOOL. Have students observe how mathematics, language arts, and science are used to plan the daily operation of the school. If possible, students could obtain examples of calculations and budgets used in planning, as well as examples of plans written out on calendars, memorandums, lesson plans, curriculum guidelines, instruction forms, etc. Mathematics problems could emphasize how goals and plans are restricted by budget limitations. (For example, why can't we have banana splits in the lunchroom?) Students interviewing people with budget responsibilities might want to find out how that school employee makes the necessary budget decisions. They might ask about the sources of funds as well as the records that are kept to account for expenditures.

SOCIAL STUDIES

OBSERVE PLANNING. While attending the meetings, the students can observe how decisions are made, the formal and informal power structure, and how people work together when planning. This might be compared with the functioning of the various levels of government, both national and local. Teachers might consider letting students set up a planning system within the class that would allow them to establish their own learning goals and make plans for achieving them.

ART

PLANNING IN ART PROJECTS. Art instructors should emphasize the need for planning by assisting students to:

- define art projects clearly with rough sketches;
- follow step-by-step plans for creating the project;
- decide on the materials needed;
- gather all materials before beginning;
- assess progress and make necessary adjustments;
- arrange for proper care and storage of tools, materials, and the unfinished project for the next work session.

When students are made aware of these processes and urged to make decisions for themselves, they learn planning skills as well as artistic skills.

ALL SUBJECT AREAS

SUMMARY. Class discussions might include:

- what different types of planning strategies have been observed (referring to past experience, having conferences, planning based on needs, planning based on goals);
- what different planning strategies have in common (assessing needs, gathering materials, allocating time, working with others, checking progress, evaluating achievement);
- how individual planning relates to group goals;
- how planning strategies could be used to achieve student goals (getting homework and classwork in on time, learning a new skill, etc.);
- how different people have different personal goals and different plans to achieve them;
- what they think are the characteristics of successful planning;
- how many people seem unable to successfully set goals and plan ways to achieve them, and how that affects their feelings about themselves and their work;
- how planning offers security and feelings of accomplishment.

LEVEL TWO

THINGS TO CONSIDER

- What goal did Johnny set for himself? Why? What did he have to give up to achieve that goal? How did setting a goal help Johnny decide how to use his time and resources? How did planning make it possible for Johnny to reach his goal? List the steps he followed when he built the successful racer. Which steps did he miss on the first try? How did skipping those steps affect his progress?

- When do you think Johnny realized that something was wrong with his first racer? What should he have done then? What changes could he have made? Suppose you were having trouble with your school work. How would you find out what changes were needed? Who could help you? How can you look at your plans and find out if they are working? Why is it important to check your plans frequently? Once Johnny had started following his plans, how many things would he have been able to change? How did his options decrease as he got farther along? Did he still have choices, even after the race? How does the racer project compare with planning toward a career? Why would it be important to know what your other choices were? Why would it be important to be able to change your plans?

- How do you know that Johnny had specific goals for himself? Why do you think he selected those goals? What did he have to do to build his racer successfully? What choices did he have to make? What things did he have to do that he might not have done otherwise? If you could ask Johnny if it was worth it, what do you think he would say? Do you think he would have worked as hard to buy new clothes? How would you go about selecting goals for yourself? How would you decide if a goal was worth the effort? If you decided that you didn't want to do the work necessary to achieve the goal, what would that tell you about your goal?

- "You can be anything you want to be." In what way is this statement true? In what way does it depend on other factors? What do you have to do to become what you want to be? What characteristics did Johnny have that made you think he would succeed? Even if you had the best of plans, what personal characteristics would you need to make the plans work? How can you practice those personal skills?

- Johnny said that he would like to be a mechanic when he grows up. What is he doing now that will help him achieve that goal? What future commitments will he have to make to become a good mechanic? Think of a career goal you've considered for yourself. What will you have to do in order to achieve it? What would you have to sacrifice to achieve your goal? What could you do now to help you find out more about your goals? How do setting goals and making plans give you more control over what happens to you?

SHORT-TERM ACTIVITIES

List on the board one long-term and one short-term goal that Johnny had set for himself. Do the students think that Johnny's goals were clear and easy to plan for? Do they think that Johnny knew:

> How he would know when he'd reached his goal?
>
> When he wanted to reach it?
>
> What he would have gained once his goal had been achieved?

Using these questions as guidelines, have students list on a sheet of paper three short-term goals and one tentative long-term career goal. Beside each, they should list a step-by-step plan for achieving that goal. In a column next to the step-by-step plan, have them list the resources they would need to carry out the plan. (Time, people, materials, educational resources.) Have students share their ideas with the class and ask for suggestions.

LONG-TERM ACTIVITIES

The purpose of this activity is to:

- involve students in a planning process to achieve a goal;
- enable students to see how planning is used by people in career roles.

DESIGN AND CONSTRUCT A SCALE MODEL BUILDING

Design and build a scale model of a resort cottage, a home, or an apartment complex. Either as a class, in small groups, or individually, students should:

1. Decide on the occupants' needs in the kind of building they choose to build;
2. Determine locale;
3. Set cost ceiling;
4. Draw rough plans for the layout of the dwelling;
5. Determine physical dimensions of the dwelling in relation to property dimensions;
6. Draw up blueprints;
7. List in sequential order the tasks to be performed;
8. Determine specifications;
9. Build scale model of dwelling;
10. Let bids for construction.

Resource people from all phases of the real estate and construction industries could be helpful throughout this project. (One creative class ended the project by having an exterminator come to class to spray the scale-model house for pests, and to talk about his work.) Suggested resource people are architects (design, layout, physical dimensions, specifications); real estate salespeople (locale, cost); draftsmen and industrial arts teachers (blueprints); subcontractors (plumbing, heating, and air-conditioning contractors, as well as painters, interior decorators, electricians); and general contractors (overall costs, procedures, specifications, building requirements). In addition to factual information regarding the project, students might also want to find out:

- how that person uses planning in everyday work activities;
- what happens when the plans are inaccurate;
- how that person became interested in his or her present work;
- how that person became qualified to do the work;
- what plans young people would need to make to enter that career field.

MATERIALS AND RESOURCES HELPFUL FOR THE PROJECT

1. List of resource people in construction and real estate, including high school students studying the subject;
2. Topographical map of the area;
3. City map;
4. Real estate want ads;
5. Decorating magazines;
6. Trade journals;
7. Catalogs listing subcontractors and building materials;
8. Grid paper—1/4";
9. Cardboard or balsa wood for scale model;
10. Rulers, paint, ordinary classroom art supplies;
11. Blueprints or floor plans from newspapers or magazines;
12. Home improvement or building section from a large Sunday newspaper.

SUBJECT ACTIVITIES

SOCIAL STUDIES

LIVING SPACE, COMMUNITY RESOURCES, GEOGRAPHY. Students should decide how much living space is required for each individual and the special needs that must be considered when designing a place where people live together. (Recreation, privacy, food preparation areas, utility areas.) They should decide the amount of space required for the group, based on group ages and interests, particularly for small children, the elderly, or the handicapped in multi-unit dwellings. Students might discuss the effects of population density on the life styles and choices of individuals. (The need for privacy in high density areas, the need for community centers and other gathering places in rural areas, the need for compact living quarters in apartment areas, the use of space in low density areas.) They might want to consider using such recent innovations as schools, living quarters, and shopping areas all within the same high-rise complex.

When considering where to build, students should look at area maps to determine access to schools, shopping areas, transportation, and other community resources needed by the occupants. (Real estate representatives or want ads can provide information on availability of sites and costs.) They will need to decide which community resources are essential and which are desirable but not essential. They will have to look at topographical maps or pictures of the area to determine how topography will influence the design of the structure or if the land will support a structure at all.

In considering the layout of the dwelling, students should look at not only the requirements of future occupants, but also at traffic and activity patterns within the dwelling to determine the most convenient floor plan. (Living and recreation areas, sleeping areas, work and study areas, children's play areas, food preparation areas, food serving areas.)

MATHEMATICS

SPECIFICATIONS AND BLUEPRINTS. Figure the area of the building site selected. Then determine the physical dimensions of the dwelling to fit the size of the property. Decide whether the spatial requirements can be met by a single level dwelling. If not, determine the number of floors necessary. Finally, in order to prepare specifications, figure the total number of square feet of floor space.

Estimate how much money would represent a reasonable investment for renting or purchasing a home. Figure the estimates based on several different salary ranges. Students could contact a bank loan officer to find out the answer to this question as well as find out how home loans are arranged and financed. Students might ask what type of financial planning the bank suggests for people interested in acquiring property. From this information students should determine the maximum cost allowed for their structure.

Determining specifications also includes listing the materials to be used and specifying how and where they'll be used. From this list of specifications, subcontractors will submit estimates to contractors who will in turn submit their bid for the total job. General specifications are those relating to the building structure itself, while systems to be installed (plumbing, heating and cooling, electrical, painting, interior decorating) are treated as subtitles within the specifications. Individual student assignments might be to obtain information about each of the subtitles, including the type and amount of materials available, the variety of materials available, and the range in cost. Students could then figure their material needs based on the physical dimensions and requirements of their structure.

Using the information obtained from catalogs, subcontractors, and general contractors, bids could be developed to determine the costs of the structure. Students should be aware that contractors get most of their work by bidding against one another in sealed written bids. Discuss how important it is for a contractor to estimate costs and profits carefully and accurately.

Blueprints and scale-models are short cuts. Since it is impractical to draw on 48 feet of paper to show a 48-foot-wide structure, explain to students that in order to develop a model, 1/4 inch will represent 12 inches. Using 1/4 inch grid paper, each square will represent one foot. Then the floor plans can be drawn to scale. Students from a high school drafting class could be a big help. Discuss with students the concepts of ratio and proportion, using the 1:48 ratio that students have already used in their drawings. Bring blueprints to class to show how draftsmen and architects use ratio and proportion. Show how the blueprint can be enlarged by changing the ratio to 1:24 or 1/2 inch for every foot.

Using the floor plan as the base and the 1/4 inch grid paper as a guide, students can measure and cut out walls to scale. Cardboard or balsa wood could be used to build their scale model of the structure.

ART

VISUAL ELEMENTS IN BUILDING. Art plays an important part in this project, and there are a number of alternatives for students to choose from:

- sketches of how the front of the structure should look according to blueprints;
- designs of the exterior decorations, using examples from public buildings, private homes, and student observation of exterior decorations in the community;
- blueprints of the building using drafting skills;
- discussions about the characteristics of buildings that make them visually pleasing, exciting, restful, powerful, inviting, etc.;
- designs of interior decorations;
- designs of landscaping and gardening.

SCIENCE

THE BUILDING'S ENVIRONMENT. Consider the impact of the structure upon the environment and discuss ways to ensure minimal disruption. Discuss a builder's responsibilities to the environment. Talk with city inspectors to find out how improper planning affects the environment, especially disposal of sewage and other household wastes. Ask what ordinances control building in your area. Consider the effect of a river on a property site. (Flood plain, water table, runoff and drainage, etc.) Find out how the soil type, the bedrock, and the water table affect construction in your area and how builders plan accordingly. Students who are particularly interested might want to look at the problems of landscaping property in your area.

HEALTH AND PHYSICAL EDUCATION

RECREATIONAL NEEDS. While determining the requirements for the dwelling (particularly if it is to be a multi-unit structure in a high-density area), students should plan for the recreational needs of the occupants. Help them find out what types of playgrounds are the most beneficial for children of various ages. Discuss recreation and exercise facilities for adults in terms of cost, space, and benefits. Also discuss ways to meet the exercise and recreational needs of the elderly.

LANGUAGE ARTS

DESCRIPTIVE REPORTING
USING ABBREVIATIONS. Following the style of decorating magazines and the home improvement sections of large newspapers, students might want to write a description of their structure as it might be done in a magazine or advertisement. Have students look at real estate want ads. First, students might have fun reading them phonetically (2 bdrms., w/w carp., w/fpl., elec. incl.) and guessing the abbreviations. Then they could describe their own structures in abbreviated want ad form and swap the results with classmates for deciphering.

ALL SUBJECT AREAS

SUMMARY. In group sessions or as a class, have students discuss:

- how they determined their goals;
- how they used a planning process;
- how the adults they talked with used planning in their work;
- how building something requires individual planning as well as group coordination of the total plan;
- how the same planning process that gets a house built can help them achieve other things they'd like to do.

THINGS, IDEAS, PEOPLE

LESSON THEME:

PEOPLE AT WORK

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LESSON GOAL:

To help students explore the world of work, to broaden their understanding of how they relate to work, and to discover the similarities and differences among work roles.

BEFORE THE PROGRAM

This program is about some of the ways that workers and their occupations differ and some ways they are similar. In addition to the basic differences in tasks and work settings, *Things, Ideas, People* looks at interests, abilities, and values.

Make a list of school workers on the board. What can you learn about what these people do by the kind of "uniform" they wear? By when (the hours) they work? What are some differences in the tasks these workers perform? Are they all involved in a service role? Which of the workers produces a tangible product? Do they work mostly alone or with other people? Do they work inside or outside? Do they seem to work very rapidly or at a slower pace? Ask students to keep these questions in mind while they watch *Things, Ideas, People.*

THE PROGRAM

Margo, Tish, and Mike O'Halloran think that their father, an airline pilot, has lost his job. What can they do to help? They decide to make a list of all the jobs that are available to him. As their list rapidly becomes unwieldy, they discover a way of classifying their findings—jobs working with things, jobs working with people, and jobs working with ideas.

In the privacy of their own rooms, Margo, Tish, and Mike each try to expand one of the categories. They imagine their father in some rather extraordinary careers, from a famous dirt track motorcycle driver to a chemist who cures the common cold. When they take the job alternatives to their father, the children discover that, after all, it is not their father who is out of a job but a fellow pilot, Tom Martin. The work was not in vain though—Tom Martin can make good use of the lists. The program points out that sorting and classifying information is particularly useful when applied to jobs and work.

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PURPOSES

Level One

As a result of the lesson, students should:

be able to describe several of their own abilities and interests and name occupations where these interests and abilities can be an asset;

be able to describe the general characteristics of several occupations, some of the tasks performed by workers in those occupations, and some of the worker requirements of those tasks.

Level Two

As a result of the lesson, students should:

be able to name several ways to classify occupations and workers in those occupations;

be able to group a number of occupations and workers according to similarities in duties, worker characteristics and work requirements, level and type of training required, and nature of the work setting;

be able to relate their present abilities, interests, and values to those workers in several career areas.

KEY QUESTIONS

Level One

1. What "work" did you see the three O'Halloran children doing? How did their ideas for their father reflect their own interests and abilities? What "work" do you do that reflects your interests and abilities?
2. What ideas did the program give you about teaching yourself a skill? Of the three O'Halloran children, whose work would you most enjoy? Why?
3. Why did Margo, Tish, and Mike organize their ideas into jobs working with things, ideas, or people? Why is it useful to be able to think about things in categories? How can that skill be helpful to you in making decisions, in studying, and in planning?
4. How successful were the children at picking a job for their father? Why would it be difficult to pick a job for someone else? Career choices involve more than just knowing you like to work with people, or ideas, or things. What other things do you need to know about yourself? (See page 90)

Level Two

1. Why did the children think about jobs in categories? What are the differences between their categories—jobs working with things, ideas, or people? What special abilities and interests do you have? Which category do your interests and abilities belong in?
2. In what ways, other than abilities and interests, could workers be different? How could these differences lead to more ways to classify jobs? How does the way you classify jobs depend on what information you need to know?
3. What interests did the three young people have? How do you think they discovered those interests? What school or leisure activities interest you? How could those interests help you make decisions about school and careers?
4. Why do you think that some people (like Mr. O'Halloran's friend) don't know where to start looking for another job? How could they organize their thinking? Why is it helpful to be able to organize your thoughts about work into categories? (See page 93)

LEVEL ONE

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THINGS TO CONSIDER

What work did you see the three O'Halloran children doing? (Tish, motorcycle repair; Margo, teaching; Mike, campaigning for office.) How did their ideas for their father reflect their own interests and abilities? What career roles did they suggest that used abilities like theirs? Write down three things that you can do now or that you especially would like to be able to do. Beside each, write one career role in which that ability or interest could be important to you.

What ideas did the program give you about teaching yourself public speaking? About helping others to understand something difficult? About developing mechanical skills? How did the three tasks differ? Whose work would you most enjoy? Why? What other jobs are similar enough to that job to be satisfying to you? In what ways are they alike?

From the hundreds of careers they could have suggested to their father, how did Margo, Tish, and Mike organize their ideas? (Things, ideas, people.) Why did they work with categories? Could these categories be used as one way of looking at work in your community? Name some careers that you know about that deal with things, some that deal with people, and some that overlap categories. Why is it difficult occasionally to decide which category a career belongs in? Why is it useful to be able to think about ideas in categories? How can that skill be helpful to you in making decisions, in studying, and in planning?

Margo, Tish, and Mike seemed to be very different people with different interests. Would you expect them all to choose the same career when they grow up? Based on what you know about them now, what kind of work would you expect each of them to do? Why? What job characteristics would you expect Tish to look for? Margo? Mike? What tasks would be involved? What skills would they need? Try completing a chart like this:

	Desirable Job Characteristics	Possible Careers With Those Characteristics	Work Tasks Involved	Skills Needed
Tish				
Margo				
Mike				
You				

What was Mr. O'Halloran's reaction to Tish's suggestion about working with motorcycles? He said he would like to work with things. Why do you suppose he didn't want to work with motorcycles? Have students think about their responses, pointing out that career choice involves more than just knowing you like to work with people, ideas, or things. What else should you consider when thinking about work? How successful were the children at choosing a job for their father? Why? Why would it be difficult to pick a job for someone else?

SHORT-TERM ACTIVITIES

This activity should help students understand that occupations can be classified by the worker's relative degree of involvement with things, ideas, or people, as well as by what is produced (goods or services).

Invite to class a panel of three workers: one who is engaged daily in the manufacture or building of a product (carpenter, machine operator, etc.); one who provides a social service (social worker, minister, public official, etc.); and one who is engaged primarily in repair or maintenance (TV repairman, auto mechanic, gardener, etc.). Ask each panel member to describe: (1) physical and social characteristics of the place where he or she works; (2) when he or she works; (3) the type of general or special education and training he or she has had; and (4) a typical work day.

During and after the presentation, encourage students to ask questions. Does the panelist produce goods or services? Does he or she deal primarily with things, ideas, or people? What abilities are required to do the work? A simple form like the one below may help focus students' attention on the methods of classification.

Discuss the classifications after the presentation. Encourage students to apply the same classification system to parental or other adult careers, including those observable at school.

CLASSIFICATION FORM

Name of Worker _____

What does this worker produce?

Would the above be classified as the production of (1) GOODS or (2) SERVICES? How much of the worker's time seems to be spent working with:

	25%	50%	75%	100%
IDEAS				
PEOPLE				
THINGS				

What abilities must someone have to do this job?

How do these abilities and skills relate to things, ideas, and people?

	Highly Skilled	Some Skills	Requires Little Skill
IDEAS			
PEOPLE			
THINGS			

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LONG-TERM ACTIVITIES

PURPOSES:

- to help the students appraise their aptitudes and abilities;
- to provide a basic method for examining occupations in terms of ability requirements;
- to enable students to classify information according to any criterion that they think has meaning for them.

APTITUDE ESTIMATIONS

Discuss the meaning of *aptitude* (potential ability). Have students think about each of the statements in the table below. (The aptitudes listed in the table are those measured by the *General Aptitude Test Battery*, Employment Security Division. Estimated amounts of the specific aptitudes necessary for almost every occupation are given in the *Dictionary of Occupational Titles*, 1965. If your school does not have this standard reference volume, check with your public library or your local high school counselor.)

Ask each student to:

1. Estimate his or her own aptitude in each of the areas listed in the table. (For estimation purposes, an appropriate scale might be: none; low; average; above average; high.)
2. List school subjects or activities that develop these abilities.
3. Have a parent or other adult estimate the required amount of each of the aptitudes necessary in his or her job.
4. Look up the estimated requirements for one or more specific occupations in which the student is interested. (The teacher, school counselor, or librarian should introduce the *Dictionary of Occupational Titles*, and explain its organization and use.)

Students should be aware that aptitudes or abilities are only one dimension of this process. Discuss other dimensions, which include values, personality factors, interests, working conditions, economic factors, and training requirements. Encourage discussion of the similarities and differences that students discover among the occupations they investigate.

TABLE OF APTITUDES

Description	Aptitude
Solves problems using words, numbers, and drawings	General Learning
Understands written words and ideas, and the meanings of words	Verbal Aptitude
Solves problems requiring adding, subtracting, multiplying, and dividing quickly and accurately	Numerical Aptitude
Knows how an object would look from a drawing of it, and is able to see how the parts fit together	Spatial Reasoning
Ability to see how objects that look alike are different in shape, shading, color, etc.	Form Perception
Can pick out errors in written material and find small differences between printed words quickly	Clerical Perception
Uses eyes and hands togeher and makes quick, correct moves with the hands and fingers	Motor Coordination
Uses the fingers quickly and accurately to handle small tools or to put together or take apart small objects	Finger Dexterity
Uses both hands and arms to handle objects quickly and correctly; can pick up objects and put them in a definite place quickly	Manual Dexterity

SUBJECT ACTIVITIES

Use the classification of abilities as a way of analyzing the skills developed in the various subject areas. Using the *Dictionary of Occupational Titles,* relate these skills to career fields, showing how the classification of curriculum areas and school activities leads to ways of classifying occupations on the basis of ability. Discuss how success in certain school activities and lessons might serve as clues to an individual's abilities in certain career areas.

SOCIAL STUDIES

ORGANIZING WORK IN THE COMMUNITY. Look at the different ways work is organized in your community to make it easier for people to find information, goods, and services that they need. City directories, telephone books, want ads, employment service records, and business and employee organizations all have different ways of classifying. Have students look at various examples and locate specific kinds of information. Then have them develop their own directory for students. ("A Directory of Goods and Services for Fifth Graders.") After listing all the goods and services that are important to pre-teens, students could develop their own classification system. (Ability of workers, services to youth, proximity, value or cost to the consumer, people-ideas-things continuum, etc.) Encourage students to develop their own classifications, based on what is important to them.

LANGUAGE ARTS

ABILITIES OF FAMOUS PEOPLE. Have students read biographies of famous people, focusing attention on the special abilities that influenced the life of each subject. Short oral reports are a good way to compare findings. (This activity is an appropriate place to introduce criteria for evaluating biographies. Topics might include: the difference between factual and fictional biography; the author's qualifications and sources of information; whether or not the book depicts a well-rounded human being with both strengths and weaknesses; and the book's theme as it emerges from the author's selection and organization of facts.)

This activity could also serve as the basis for a field trip to the school library to see how the librarian uses a classification system to organize the library. Discuss how confusing the library would be if no classification system existed.

SCIENCE

SCIENTIFIC CLASSIFICATION. Give groups of students a list of twenty animals, and ask them to arrange the animals into four or five categories. Ask them to group the animals according to any criteria that they might want to establish. Groups might then compare the results to see the different ways that the lists of animals can be classified. Next, look at the scientific classifications that already exist (animal taxonomy), and compare to the students' lists. Discuss how the ability to classify serves as a tool for scientists, how work in the scientific fields is organized and classified, and how classification can be used as a tool for looking at the world of work.

ART

ARTISTIC CLASSIFICATIONS. Have students discuss how art works are classified. (Renaissance, impressionist, modern, realistic, abstract, etc.) Students may want to visit an art exhibit, a local art museum, or review slides, films, and pictures of paintings, to look at the similarities and differences of artistic styles. They might also discuss how the various art media are grouped. (Oil painting, sculpture, pottery, etc.) Give students an opportunity to use different media. (Macrame; weaving; pottery; mosaics from macaroni, beans, or seeds; painting; wire sculpture; linoleum block prints.) Students may wish to organize their products (as well as those they could bring from home) into an art exhibit for younger students, using their own system of classification to arrange the exhibit.

ALL SUBJECT AREAS

SUMMARY. Discuss with students:

- how a variety of criteria can be used for classifying any body of information;
- how classifying things helps students organize their thinking about them;
- how determining the similarities and differences of work roles can help students clarify their own abilities and interests;
- how the abilities required for jobs can be one way of organizing and classifying careers.

LEVEL TWO

THINGS TO CONSIDER

- Why did the children think about jobs in the categories of things, people, or ideas? What are the differences between these categories? What were some of the indications that Margo, Mike, and Tish had different interests and were good at different things? What are some differences in the things that people do at their jobs? How do their abilities differ? What special abilities do you have? What work roles require abilities similar to yours?

- What special interests do workers in the different categories have? How do their interests differ? In what ways are they alike? What are you most interested in? What occupations would let you pursue those interests? In what ways, other than abilities and interests, could workers be different? How could these differences lead to more ways to classify jobs? What are some of these other ways to classify jobs? (Location, level of responsibility, education or skill required, personality of worker, etc.) How does the way you classify jobs depend on what information you need to know?

- What interests did the three young people have? How do you think they discovered those interests? When did you see them using school activities and leisure time activities to further develop their interests? What school or leisure activities interest you? How could those interests help you make decisions about school and careers?

- Suppose you were Mr. O'Halloran. List on the board all the things you like about being an airline pilot. Next to each item write at least one other job that would give a similar satisfaction or use a similar ability. What jobs could you suggest to Mr. O'Halloran that allowed him a lot of free time with his family? Permitted him to travel, move around outdoors, and not be confined to an office? Paid well? Required skill in operating complex machinery, equipment, etc.? Suppose you were a teacher and your school closed. What other jobs could you think of that would use the same values, interests, and abilities as teaching? (Assist the students by talking about the reasons you enjoy your work as a teacher.) How can looking at work in the categories of interests, values, and abilities help you make choices?

- Why do you think that some people who are out of work don't know where to start looking for another job? What would you suggest? How could they organize their thinking? Have each student make a list of occupations and then classify them in four categories, based on a system of his or her choice. Have students explain their systems. Point out that people can look at occupations in many different ways, and that those differences have an impact on career choice. Such a list should be varied. For example:

cook	welder	postmistress/postmaster
counselor	housekeeper	executive
school patrol woman	superintendent	baseball player
bus driver	fire fighter	fashion designer
salesperson	social worker	preacher
lawyer	hot dog vendor	waiter/waitress
tree surgeon	rock 'n' roll singer	hair stylist
carpenter	mechanic	secretary

- What were some of the considerations when the O'Hallorans' selected jobs for their father? Divide the class into teams of two students each. Have each student rank five jobs in the order he or she thinks would suit the partner and explain why. Have the partner take the list and rank the jobs for himself or herself without seeing the first ranking. Have the class discuss the differences. Why did you choose jobs for your friend that he or she didn't like? Why did he or she choose jobs for you that you didn't like? Why do you think it would be difficult for you to classify someone as "the kind of person who could do x, y, or z"? Why would it be very hard to choose an occupation for someone else? For someone else to choose an occupation for you? Why is it helpful to be able to organize your thoughts about work into categories?

SHORT-TERM ACTIVITIES

Discuss the idea that occupations can be classified by the worker's degree of involvement with things, ideas, or people. Divide the class into three groups, according to which of the following workers from the program the students would most like to discuss: chemist; professor; or motorcycle driver. The groups should appoint one member to take notes. Ask each group to list as many occupations as possible that are similar to the one they chose.

Next, hand out discussion guides similar to the one suggested below, and ask the groups to think about each occupation on the list in the same way. After a reasonable length of time, each group should report its observations to the entire class. Discuss similarities and differences.

DISCUSSION GUIDE	
WHAT does the worker produce?	a. Goods b. Services
WHERE does the worker usually produce the goods or services?	a. Inside—Outside b. Home—Profit-making company—Nonprofit company c. In one location—Traveling
WHEN does the worker produce these goods or services?	a. During certain hours, then has no further obligation b. Generally during certain hours but often works beyond this in order to accomplish tasks c. Working hours vary according to time of year d. Often works on weekends, holidays, etc.
WHAT special skills does the worker use at his or her job?	a. Does special physical things (drive, run, build, play an instrument, lift, sort, etc.) b. Applies or develops special knowledge, mathematics, reading and writing skills, etc. c. Applies both of the above kinds of skills
HOW did the worker acquire these skills?	a. Home b. Elementary school c. High school d. Education beyond high school e. On the job f. Apprenticeship g. Study on his own

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LONG-TERM ACTIVITIES

PURPOSES:

- to demonstrate that there are many ways of looking at potential careers;
- to help students explore occupations by classifying them in terms of personality factors, people-things-ideas, and educational or training requirements.

WAYS OF LOOKING AT OCCUPATIONS

Invite workers from four or more of the following occupational groups to visit the classroom on several consecutive days: skilled trades (carpenter, plumber, etc.); scientific or technical; artistic, musical or literary; educational or social services; managerial or sales; office or clerical; and careers in the out-of-doors. Before the first person arrives, discuss with the class four ways of looking at occupations. (In terms of personal preference for various kinds of work; people, things, ideas involvement; educational or training requirements; and values.) These classification schemes are illustrated in Figures 1, 2, 3, and 4.

Ask each visiting worker to describe briefly the job, and his or her co-workers. Then have each rate his or her job according to the four classifications. (Using the board or a transparency, reproduce Figures 1, 2, 3, and 4.)

After all the workers have made their presentations, have students discuss individual preferences for specific types of work, based on their own assessments of the personality factors, values, desire for working with things, people, or ideas, and interest in the necessary education or training.

Figure 1

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	Does Not Apply	Applies Somewhat	Definitely Applies
Helping Others: Prefers teaching, counseling, therapeutic role; uses interpersonal skills, verbal skills; socially oriented.			
Persuading Others: Prefers situations that provide opportunity for selling, persuading, leading others; uses verbal skills.			
Organizational: Performs structured verbal and numerical activities designed to make the internal workings of the organization secure. (Clerical, bookkeeping, and processing jobs fall in this category.)			
Investigating and Expressing Ideas: Enjoys ambiguous work tasks; deals with problems through self-expression in artistic media or through analyzing problems to find solutions; attempts to organize and understand the world.			
Technology: Produces things and/or fixes things; applies to engineering, skilled crafts, and trades; concrete tasks as opposed to abstract social problems.			
Out-of-Doors: Prefers work activities that involve physical exertion, little or no confinement to office; agriculture, forestry and wildlife management, truck drivers, etc.			

Figure 2

Rank (1, 2, 3)	% of Time Involved With
IDEAS	
PEOPLE	
THINGS	

Figure 3

Type of Training and/or Education	For How Long?
Elementary School	
Junior High School	
High School	
Vocational or Technical School	
Junior College	
Correspondence School	
College or University	
Apprenticeship	
On-the-Job Training	
Graduate School	
Others	

Figure 4

Have students develop their own list of values to consider. Suggestions are given here, but a list generated by students will be better. (See chart on page 24, Work Means, for more ideas.)

How important are the following considerations regarding career choice to you?

	Very Important	Somewhat Important	Relatively Unimportant
Location—(near home, urban, coastal, inland, frequently changing location, constant travel, etc.)			
Leisure Time—a lot of vacations or free time, demands work or planning beyond regular work hours, work shifts with changing hours, seasonal, etc.)			
Authority—(whether or not you are on your own to make decisions, directing the work of others, etc.)			
Working with other people or working alone			
Job Security			
Pay			

SUBJECT ACTIVITIES

SCIENCE

USING SCIENTIFIC TECHNIQUES. Have students, working individually or in groups, plan and execute simple experiments using scientific techniques. (Hypothesize, observe, classify, quantify, control variables, and interpret data.) The experimental question, the materials used, the procedure, the results, and the conclusion can be lettered neatly and mounted on poster boards for display at a "Science Fair." Emphasize the parallels between this kind of activity and the work performed in "investigative" occupations. (Chemist, medical technologist, electrical engineer or technician, experimental psychologist, etc.)

LANGUAGE ARTS

USING WORDS TO PERSUADE. Verbal skills are necessary in occupations involving persuasion, leadership, and selling. (Real estate salesperson, lawyer, labor negotiator, insurance investigator, car salesman, gas station manager, politician, etc.) Have students demonstrate such skills through short persuasive speeches on controversial topics. Sample topics might include:

Girls should (should not) be allowed to play little league baseball;

Mothers should (should not) work outside the home;

Good spelling is (is not) important for success in life;

Teachers should (should not) send misbehaving students to the principal;

Basketball is (is not) a better sport than baseball;

All students should (should not) be required to take home economics.

SOCIAL STUDIES

FINDING AND ORGANIZING FACTS. Have each student choose a people-oriented (service-oriented) occupation for study. This category would include such work roles as restaurant host or hostess, health or social worker, teacher, counselor, coach, physical therapist, minister, etc. Using library resources and personal interviews, have each student prepare a research report on his or her chosen occupation. These reports should emphasize the abilities, interests, training, personality factors and values that lead to success in that particular occupation.

PHYSICAL EDUCATION

WORK REQUIRING PHYSICAL SKILLS. Many occupations require physical activity of various kinds and/or work in the out-of-doors. Have the students research such an occupation to determine physical skills, training, working conditions, etc. Have students role-play their occupations to illustrate the physical skills involved in each. Students could discuss how they might develop or perfect the necessary skills for such work through a program of physical fitness. Have students consider health and physical benefits of careers requiring physical exertion.

ART AND MUSIC

ARTISTIC AND MUSICAL CAREERS. Invite to class guest speakers from the community who make their living through music or art. (Professional musicians, music teachers, commercial artists, cartoonists, clothing designers, decorators, architects, etc.) Have the speakers bring examples of the work they do. Discuss the skills and training necessary for each career, and the personality factors involved.

ALL SUBJECT AREAS

SUMMARY. Discuss with students:

the different ways that the world of work can be classified;

how people and work roles rarely fit in a single category, and usually there are several categories involved;

how classifying can be used to relate individuals to their environment as well as to organize information;

how workers relate to their careers through several types of classifications.

PEOPLE NEED PEOPLE

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LESSON THEME:

INTERDEPENDENCY OF WORKERS

LESSON GOAL:

To help students understand how workers depend on each other to meet their physical, social, and psychological needs, and to help them increase the effectiveness of their interdependent relationships.

BEFORE THE PROGRAM

First, ask students to list several things they can do that do not require any help or cooperation from others. Next, ask them to list several things they can do only with help or cooperation. Third, ask students to list some things that can only be accomplished by two or more students helping each other.

Then consider the following questions:

- What is different about the three kinds of activities listed above?
- Can you remember a time when you could have done something all by yourself, but instead chose to work with others? Why did you choose to work with others?
- Are there things that the members of your family depend on you to do? What are they?
- What are some ways you depend on members of your family?
- What are some ways members of your family cooperate to get something done?
- Do you have a pet who depends on you? In what ways?

THE PROGRAM

People need people—from the split-second teamwork of trapeze artists, to the care and support of one friend for another. This documentary shows examples of positive dependent and interdependent relationships in work and leisure activities.

Opening on the outstretched hands of trapeze artists, the program surveys a variety of situations where people need other people. A high school football team provides a familiar example of the need to work together to accomplish a goal. The same teamwork applies to the linesworker segment, where workers are interdependent not only to get the job done, but also for each other's safety.

To demonstrate how people depend on other people for emotional and social reasons, the final scenes show how a blind five-year-old depends on an older friend for guidance and support. But even this is an example of interdependency because the sighted child gains confidence through her role as a teacher, a helper, and a friend.

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PURPOSES

Level One

As a result of the lesson, students should:

understand that there are varying degrees of dependence, independence, and interdependence in personal relationships;

understand how working with others helps to meet certain physical, emotional, and social needs;

understand how working together requires trust and the ability to take instructions from others.

Level Two

As a result of the lesson, students should:

see how their own characteristics influence the willingness of others to depend on them;

be able to describe the responsibilities one has toward the people who depend on him or her;

understand that dependence and independence are relative terms that apply to the individual according to one's values, abilities, and circumstances.

KEY QUESTIONS

Level One

1. What are some examples of dependence and independence that you saw in the section about the football player? In the section about the linesperson? How are the examples of people needing people the same for both situations? How does belonging to a group rather than working alone affect independence, dependence, and interdependence?
2. How was the blind boy dependent on the older girl? Do you think this relationship was entirely a dependent one? What possible benefits could the girl receive?
3. How did other people depend on the three people—the quarterback, the linesperson, and the young girl? In what ways were they needed? Can you think of a time when someone needed you? How did that make you feel?
4. What groups do you belong to that give you a feeling of being needed? What organizations exist in your community that help meet the needs of others? What are some examples of workers who help others? (See page 100)

Level Two

1. Which person in the program was the most dependent? The most independent? Is it possible to be totally independent? In what ways are you becoming more independent as you get older? Will you ever be completely free to do just as you like?
2. Why did the people in the program give up some of their freedom? Why do you suppose they chose to do that? In what ways do you need other people? In what ways will you need to work with other people even more as you get older?
3. What is it about a person that makes you think you can depend on him or her? What characteristics do you think you have that might encourage your friends to count on you? How can your actions influence how others feel about working with you?
4. What makes people good leaders? Would you want to be a leader? Why or why not? How are good leaders or teachers dependent on the people they work with? Why are good team members just as important as good leaders? (See page 102)

LEVEL ONE

THINGS TO CONSIDER

- What are some examples of dependence and independence that you saw in the section about the football player? How would you feel in the same situation? What examples of independence and dependence did you see in the linesworker scene? In what ways are some of the needs the same in both instances? In addition to the social and emotional needs satisfied by team play, what other needs can such leisure activities satisfy? What needs can work activities satisfy?

- How was the blind boy dependent on the older girl? Do you think their relationship was entirely a dependent one? What possible benefits could the girl have received? Can you think of a time when someone has needed you and depended on you? How did that make you feel? Why is it important to be able to trust those you work with? List on the board things you do to let other people know that they can trust you.

- How did the three main characters—the quarterback, the linesperson, and the young girl—work with others to accomplish their goals? How did working with others enable them to do what they liked? What groups do you belong to that give you a personal feeling of success? How can participating in groups and working with others make you feel important?

- What kinds of jobs do people do that give them opportunities to help others? How do people who have jobs like postmen, mechanics, highway workers, and policemen help others? What organizations exist in your community that help meet the needs of others (work, civic, educational, religious, political, social)? How can workers' organizations like unions help meet their members' economic and personal needs? How does belonging to a group affect a person's independence, dependence, and interdependence?

- Did you see examples in the program of people receiving instructions? What does being able to take instructions have to do with working with others? How can not being able to take instructions affect your worth as a team member? What do you think would have happened to the people in the program if they had been unwilling or unable to follow instructions from others?

- Who in the program was the most dependent on others? Why? In what ways was that person trying to increase his or her independence? How could you find ways of becoming more independent? Imagine yourself to be twenty-one years old. In what ways will you be independent? In what ways will you still be dependent on others?

SHORT-TERM ACTIVITIES

Have students bring a product to school that is manufactured locally. Trace the product from the raw materials through the manufacturer or processor to the retail clerk. Draw a chart on the board to show all the people who have handled either the raw materials or the product itself in order to make it available to customers. (Don't forget the container.) Decide which of these people are independent, dependent, and interdependent in relation to the others in the diagram. Contrast this with how the same product might have been produced, distributed, and sold a number of years ago. Point out that the number of interdependent relationships has increased because of technology. (Milk would be a good example.)

Students might also want to walk through the school asking school workers the questions, "Do you depend on other people so that you can do a good job? How?" Students could report to the class by drawing on the board a diagram with arrows showing the interdependent relationships.

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LONG-TERM ACTIVITIES

The purpose of this activity is to demonstrate the interdependency of workers.

ASSEMBLY LINE PRODUCTION (three sessions)

Have the students:

1. (FIRST SESSION) Determine what product the class could manufacture that they might use themselves or that could be used by others. (For example, bean bag games, primary grade furniture, aprons, floor pillows, posters, bags of candy, cookies, bird feeders, etc.)

2. Have students list and assemble the materials.

3. List on the board the jobs available in the production process. Divide students into small groups of three or four and have each group select its task on the production line. Ask each group to name a leader.

4. With 3" x 5" cards at each work station describing the task, place groups according to their job selections. Begin production with the raw materials station and continue until several products are off the assembly line.

5. Deliver the finished products to the designated user and set the production quota for the following day.

6. (SECOND SESSION) Repeat the production steps and encourage the students to discuss their feelings about working together and their pride in the finished product. If possible, provide reinforcement from the user to stimulate enthusiasm for the third and last day of production. Set the quota for the final day and notify the consumer of the quantity planned.

7. (THIRD SESSION) Without telling the entire production company, reassign one group of workers (either an entire work station or a few work leaders from different work stations) to the library or to another task outside the classroom. Announce to the class that some workers are absent. However, because the production quota has been set and promised to the consumer, the work must go on in spite of worker absenteeism. Continue production until the quota is met.

8. Bring absent workers back to class and call a class meeting to discuss the effect of absence on the assembly line. Discussion might center on such points as:

- how the absence of workers affected the production schedule;
- how the absence of workers affected group structure and dynamics;
- how the group felt toward the absentees;
- how the experience demonstrated interdependency of workers;
- how the interdependency of the classroom manufacturing situation is like other tasks within and without the school;
- how working with others meets social and emotional needs.

SUBJECT ACTIVITIES

Use subject activities as they relate to the various phases of production. For example: the project will use math for measuring, cost accounting, and estimating material needs; language arts for writing job descriptions; social studies for the organization and management of production; and science for the use of tools, technology, and mixture of materials.

In addition the *Subject Activities, Level Two,* of *Treasure Hunt* offer further suggestions that might be adapted to assembly line problems.

LEVEL TWO

THINGS TO CONSIDER

Which person in the program was the most dependent on others? The most independent? What was the difference? How was the blind boy becoming more independent? Will he ever be totally independent? In what ways are you becoming more independent as you get older? What could you do to increase your independence? Have you ever wished you were an adult so that no one could tell you what to do? How realistic is that wish? Will you ever be completely free to do just as you like? Why?

In what ways did the people in the program give up some of their freedom? Why do you suppose they chose to do that? What did they need that they could get by working with others? In what ways do you need other people? In what ways will you need to work with people even more as you get older?

Name a person in the program who had a leadership role. What makes that person a good leader? Would you want to have a job like that? Why? Why not? How are good leaders or teachers dependent on the people they work with? Why are good leaders just as important as good team members? What chances do you have to practice being a good leader? How did the quarterback's behavior affect his team? Would you say that the team needed him? Why were they willing to depend on him? Why was the blind boy willing to trust his friend? What is it about a person that makes you think you can depend on him or her? List the characteristics you think you have that might encourage your friends to count on you.

What if the older girl had led the blind boy into a mud puddle? What if the quarterback had skipped practice a lot? How can a person's actions influence how others feel about working with him or her? Who in the program had the most responsibility? Why? What responsibilities did the quarterback have to the team? What responsibility did the older girl have to the blind boy? How does having others depend on you increase your responsibilities? What responsibilities have you had lately because somebody counted on you for something? Think of the last time you were part of a group in school, at home, or in your community. How did you contribute to the group? How did you depend on others in the group? How do you feel when others need you?

SHORT-TERM ACTIVITIES

ACTIVITY 1. Ask the students to list the people in the program who are dependent on others. Write some of their reasons on the board. Indicate which reasons for dependency are caused by a lack of skills. Which reasons are related to circumstances beyond the individual's control? Which reasons have to do with values (things that are important to people) that they would not want to change? How do skills, values, and circumstances influence independence and self-control? Which factors are easiest to change? Which are the most difficult? Why?

ACTIVITY 2. Invite someone from your community who is relatively independent to visit your class. How did he or she gain that degree of independence? What decisions had to be made? What circumstances had to be overcome? What skills had to be learned?

ACTIVITY 3. Invite a representative from a vocational rehabilitation agency to visit the class. Ask your guest to discuss why some dependent people, like the blind boy in the program, gain greater independence and pursue successful careers while others remain relatively dependent all their lives.

ACTIVITY 4. Divide the class into groups of five to play the cooperation game described below, or have one or two groups of five play with the rest of the class acting as observers. After the game ask the students to describe their experiences. Such questions as these may serve as starters:

- How did it feel to depend on others for the solution to your puzzle?
- What is it like to have to give away your puzzle parts to help someone else?
- Did you feel ignored when no one noticed your problem?
- What action on your part produced the best results? The worst results?
- How is this game like solving a math problem in a small group or working with a crew on a construction site?

THE COOPERATION GAME

Materials

Set of squares and instruction sheet for each five participants

Table for each five participants

Stiff paper

Envelopes

Procedure

1. Before class, prepare a puzzle set for every five students who will want to participate. (See directions below.)
2. Begin by asking what cooperation means.

   List on the board some of the requirements for cooperation with a group.

Examples: Everyone has to understand the situation.

Everyone needs to believe that he can help.

Instructions need to be clear.

Everyone must consider the other people involved as well as himself.

Describe the activity as a puzzle that can only be solved by using cooperation.

3. Divide the class into groups of five, and seat each group at a table equipped with a set of envelopes. Tell the players they may choose an envelope but may not open it until given a signal.
4. Explain the following instructions, and then read aloud the rules.

INSTRUCTIONS

Each player has an envelope containing pieces for forming squares. At a signal, everyone opens his envelope. The five people at each table begin trying to make five squares of equal size. The game is not complete until *everyone* has before him a perfect square and all the squares are the same size.

RULES

No player may speak.

No player may ask for a card or in any way signal that he wants one.

Players may give cards to other players.

Monitors may not speak to or signal players.

5. Give the signal to open the envelopes.
6. When all or most of the groups have finished, call time and discuss the experience.

DIRECTIONS FOR PUZZLE PREPARATION

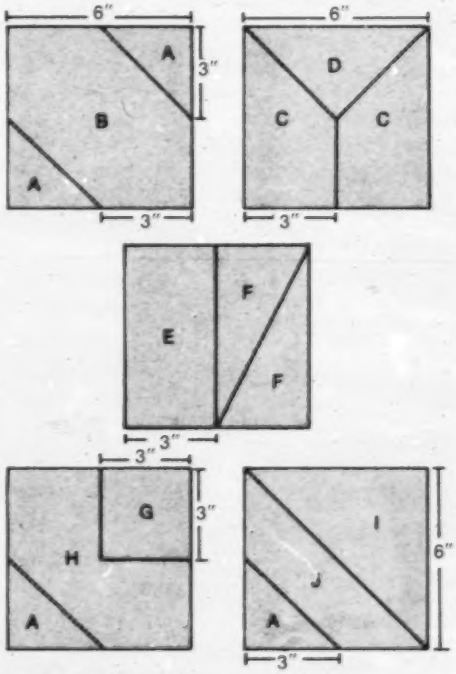
A puzzle set consists of five envelopes, each containing three pieces of stiff paper cut into distinctive shapes. When properly arranged, the pieces will form five 6" x 6" squares. There are other possible combinations which will form one or two squares; but only one arrangement will make five squares of equal size, as shown in the diagrams below.

DIRECTIONS

Number the five envelopes from 1 through 5. Draw the five 6" squares and their divisions. Lightly pencil in the small letters as noted below. Cut out squares. Cut the fifteen pieces and separate into five groups, each to be placed in an envelope, as follows.

1. e,h,i
2. a,a,a
3. c,d,f
4. b,g,j
5. a,c,f

Erase penciled letters and replace with inked numbers showing in which envelope the pieces belong. Place puzzle pieces in envelopes.



Source: This game was reprinted courtesy of NTL Institute, Arlington, Virginia.

LONG-TERM ACTIVITIES

The purpose of this activity is to help students experience meeting the needs of others.

THE PROJECT

In small groups or as a class, students could suggest and carry out activities designed to meet the psychological or physical needs of the elderly, the handicapped, or other relatively dependent people. Shopping trips, food baskets, entertainment, flower arrangements, or other gift ideas are all good possibilities.

SUBJECT ACTIVITIES

MATHEMATICS

COMPUTATION, COMPARATIVE ANALYSIS, PROBLEM SOLVING. Through math problems students can examine the difficulties of meeting physical needs when one is unable to work or is retired and living on a fixed income. Compute the cost of food, clothing, and shelter, and consider how these costs affect the standard of living of the elderly or handicapped.

LANGUAGE ARTS

CREATIVE WRITING. Students might portray the needs of dependent persons as they perceive them through poems, first person short stories, newspaper articles, letters to the editor, radio plays and documentaries. Reports taken from the newspapers and television, as well as examples from literature, could be used to show how writers and journalists have tried to make the public aware of these human needs.

SOCIAL STUDIES

SOCIAL AGENCIES. Invite a representative of an agency that provides public assistance to the unemployed, the elderly, or the handicapped to speak to the class. Ask the person to discuss:

- what society does to help those who cannot help themselves;
- the extent of the ability of social agencies to meet all personal needs (food, clothing, shelter, security, physical care, love, intellectual stimulation, etc.);
- how young people might help meet social needs;
- the rewards, pressures, and disappointments of a career in social work;
- other kinds of careers that deal with helping people;
- preparation and personal characteristics necessary for careers in the helping professions.

SCIENCE

ROLE OF TECHNOLOGY. Consider how discoveries in medicine and technology have lengthened life expectancy, decreased the number of unskilled jobs, and in other ways contributed to dependency. Then have students consider how technology has contributed to independency in certain work roles—for example, housekeeper—by developing machines to replace manual labor and increasing the mobility of the handicapped. A "pro and con" chart might be drawn up in response to the question, "Has technology increased the independence of people?" with pictorial examples representing both the positive and negative influences of technology.

ART AND MUSIC

ENTERTAIN SHUT-INS. Crafts, flower decorations, and musical performances could serve as entertainment projects for shut-ins. Students might learn rug-making, macrame, or other crafts that they could teach.

ALL SUBJECT AREAS

SUMMARY. In a class meeting students might share their experiences in working with people who needed them. Specifically, they should consider:

- what needs they fulfilled for others;
- how they satisfied some of their own needs;
- how the needs they were meeting for others are like their own needs;
- what they learned about themselves from their experiences.

OUR OWN TWO HANDS

LESSON THEME:

HUMAN DIGNITY

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LESSON GOAL:

To help students discover that dignity is found in the individual, not the job, and that any honest worker, regardless of the job he does, contributes to society in a way that benefits us all.

BEFORE THE PROGRAM

Help students to understand the concept of dignity by having them contrast experiences which made them feel proud of themselves with those in which they felt a loss of dignity. After several responses, help students begin to define dignity by exploring their own illustrations. Ask them to try to find new meanings for dignity and pride as they watch *Our Own Two Hands.*

If the class feels that they already know what the words pride and dignity mean, ask them to make a list of the workers in their community they consider to be dignified. Beside each, ask them to list each worker's source of pride and dignity. Ask them to watch *Our Own Two Hands* to look for new ideas about what gives people a sense of pride and dignity.

THE PROGRAM

Pigs get dirty, and running a pig farm can be hard, dirty work. The animals must be fed and washed, the pens cleaned, and the fields fertilized and cultivated. In *Our Own Two Hands* the Holland family, who raise pigs in Chesapeake, Virginia, illustrate that a family working together can derive a great deal of pride and satisfaction from their work —dignified work.

The program begins with children on a school bus making faces at the smell of fertilizer being sprayed at the Hollands' farm. In spite of their classmates' derision, Patty and Jimmy begin immediately to do their share of the work. The two children are very much a part of the farm routine. In fact, the farm's success depends heavily on Patty and Jimmy. "I don't think we could make it without the kids doing their part," Mrs. Holland explains. "Doing their part" becomes a life and death matter in the final scene, when Jimmy and Patty help a sow deliver fourteen piglets.

Throughout the film, the family talks about their pride in the farm they've built, the quality of the pigs they raise, the achievements of the children, and the closeness the family feels because they work together. Raising pigs may be hard, dirty work, but it is also very dignified work. The Hollands prove that.

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PURPOSES

Level One

As a result of this lesson, students should:

recognize that dignity can come from a variety of sources;

understand how their respect for others relates to their own sense of dignity and worth;

recognize that dignity results more from how an individual feels inside than from what others think;

understand how work can give dignity to an individual;

understand that pride can come from being able to recognize your own achievements.

Level Two

As a result of this lesson, students should:

understand how their feelings of dignity can come from work;

understand how they can contribute toward another's feeling of dignity;

realize that their respect for others underlies their own feelings of dignity, and that in turn, dignity commands respect from others.

KEY QUESTIONS

Level One

1. How does the Holland family feel about the work they do? Is their work dignified? Why? Think of a time when you felt proud of yourself. What were the reasons that you felt proud of yourself?
2. Suppose no one ever wanted to raise pigs or live on a farm working with animals. What would happen? How important is their work to us?
3. How do you suppose the children on the bus made Patty and Jimmy feel? Has anyone ever made fun of you for something you did? How did you feel?
4. Think about the last week or so. What single thing did you do well? How do you know you did it well? How did others reward you? How did you reward yourself? (See page 108)

Level Two

1. How do the family's skills and willingness to work become a life or death matter in the last scene? How do you suppose Jimmy felt when the piglets were being born?
2. To some people being dignified means having the respect of other people, while to other people dignity means being proud of the work you do. What do you think dignity means to the Holland family? What does dignity mean to you?
3. What are the things that make you feel proud? How can some people be proud of themselves and have dignity in spite of the fact that others might not treat them with respect?
4. What did you think about pig farmers before you saw the program? What do you think about them now? How can you look for dignity in others, in spite of outward appearances? (See page 110)

LEVEL ONE

BEST COPY AVAILABLE

THINGS TO CONSIDER

How does the Holland family feel about the work they do? How do you know that they think their work is important? Would you say that the family takes pride in their work? Why? Is their work dignified? Think of a time when you felt very proud of yourself for something you'd done. Write it down on paper. Under it list the reasons you felt proud of yourself. Put a check by the reasons you think Jimmy would check if he made a list. Share your list with the class. How many different reasons did students give for feeling proud of themselves?

What skills are involved in the work of the Holland family? What commitments of time and effort do they have to make to do their work? Suppose no one ever wanted to raise pigs or live on a farm working with animals. What would happen? How important is their work to us? What other workers can you think of that we can't do without? How do you suppose the Holland family feels, knowing that people need their work in order to survive and live a good life?

The children on the bus made fun of Patty and Jimmy because their farm smelled bad. What do you think of that? Would you consider someone who makes fun of others to be dignified? Why? How do you suppose the children made Patty and Jimmy feel? Has anyone ever made fun of you for something you did? How did you feel? Why do you suppose Patty and Jimmy maintained their dignity in spite of their classmates? How do you know that Patty and Jimmy were proud of their skills and hard work? Did their sense of pride come from their classmates or from themselves and their family? What does how you feel about yourself and your work as a student have to do with your own sense of pride and dignity? How does your own dignity depend on your respect for others?

Think about the last week or so. What single thing did you do well? (Make a friend feel better, help a parent or other adult with chores, accomplish a difficult school assignment, etc.) How did you know that you did it well? How did others reward you? How did you reward yourself? What could you say to yourself to "pat yourself on the back"? Why is it important to recognize your own achievements? (Help students understand how being aware of your own successes helps develop pride and dignity; that even small day-to-day achievements can be a source of pride.)

SHORT-TERM ACTIVITIES

Divide students into groups of five. Present them with a problem (or have them develop their own) to illustrate the contribution of various workers. For example:

We are faced with the task of building and operating an elementary school on a piece of land that has been donated to the town. We can use workers from just five different occupations for both the building and the operation of the school. What five occupations would be needed most? After ten minutes have the groups report to the class and defend their choices. As a class list other school workers who were not considered essential. What contribution do they make to the school? How does their being at the school add to its successful operation?

Similar problems for the groups include: a wagon train of twenty pioneers deciding what workers are needed in their new town; a meeting to decide which twelve workers should receive priority when filling a bomb shelter with people who will rebuild after a nuclear war; or a selection committee to present awards on Labor Day to the ten workers who best represent the town.

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LONG-TERM ACTIVITIES

Ask students to think of someone they like and respect. Why do they feel that way? How do they treat that person? Now ask them to think of someone they don't like. How do they treat that person? What does their treatment of other people have to do with dignity?

INS AND OUTS

(This activity should take three days.)

DAY 1: One half of the class will be "In" today. The other half will be "Out." The "In" group is treated by the teacher and other students with respect. They get individual help and attention, receive priority treatment in the lunch line, and get other special attention. They are not lavished with ridiculous praise, but are treated with deference. Students should recommend special favors based on their answers to the questions above about how they show respect for others.

The "Outs" are not treated rudely. They are simply ignored, disregarded, and unattended. Their needs, wants, and problems are not of any concern to the teacher and the other students. (Tags marked "IN" and "OUT" help differentiate the groups.)

DAY 2: The "Ins" are out, and the "Outs" are in.

DAY 3: The class should discuss as a group:

- how it feels to be treated with respect;
- how it feels to be disregarded;
- how they wanted to respond when they were treated each way;
- whether the rest of the class was really successful in robbing them of their dignity, or if they still felt dignified inside;
- how their treatment of each other as "Ins" is similar to the way they treat their friends;
- how they felt about their own dignity and respect for themselves when they were denying respect to the "Outs";
- how simply ignoring others without displaying any noticeable disrespect can be degrading.

As an overnight assignment, students might find out one good thing about someone they usually ignore; one interest, one talent, one feeling that causes them to have a greater respect for the dignity of that individual. They might share their experiences on the following day.

SUBJECT ACTIVITIES

SOCIAL STUDIES

DEFINING DIGNITY: How do the following three documents define dignity—U.S. Constitution, Bill of Rights, Declaration of Independence? What was written into the Constitution to protect the dignity of our citizens? To what extent have those efforts been successful? How are these documents still being used today to guarantee the dignity of the individual?

LANGUAGE ARTS

DIGNITY
IN LITERATURE: How do authors express the concept of human dignity in literature? There are many examples to choose from: the Louisa May Alcott series (*Little Women*, etc.); *The Five Little Peppers and How They Grew*, by Margaret Sidney; *Heidi*, by Johanna Spyri; *Kidnapped*, by Robert Louis Stevenson; *Charlotte's Web*, by E. B. White; *The Cat Who Went to Heaven*, by Elizabeth Coatsworth; and sections of Twain's *Tom Sawyer* and *The Adventures of Huckleberry Finn*. Charles Dickens' books also demonstrate human dignity in adverse circumstances. Sections of one of his books might be appropriate for your class.

SCIENCE

HOW SCIENCE AFFECTS
HUMAN DIGNITY. Students might wish to discuss how science has affected the dignity of man, both favorably and unfavorably. What obligation does science have to consider the dignity and worth of human life? Should scientists be able to say how their inventions are used? A particularly interesting topic might be the current questions facing the medical community. How does medicine regard human life? What are the effects of the many new discoveries in medicine on human dignity? (Artificial limbs, heart transplants, hair transplants, face lifts, etc.)

ALL SUBJECT AREAS

SUMMARY. The summary class discussion should emphasize:

- the worth and dignity of each individual;
- ways that they personally can enhance their own feelings of pride and dignity;
- ways that they can make others feel important.

LEVEL TWO

THINGS TO CONSIDER

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How do the family's skills and willingness to work become a life or death matter in the last scene? How do you suppose Jimmy felt when the piglets were being born? How could saving the new piglets make Jimmy feel proud and dignified? Have you ever had to care for an animal, a younger child, or an elderly relative? How does it feel to have that kind of responsibility? How does it feel to know that others can count on you when it's really important?

To some people being dignified means having the respect of other people, while to others it's being proud of the work you do if you do it well. If you asked Jimmy if his parents took pride in their work and in their family, what do you think he would say? What do you think dignity means to the Holland family? List on the board all the different reasons the Hollands would give for feeling their work was dignified. (Being proud of their product, providing food for others, using their knowledge and ability, working on their own, being able to work as a family, etc.)

What are the things that make you feel proud? That give you a sense of dignity? A feeling that you are somebody? For example, would you be proud of yourself if:

You hit a grand slam homer? (Excellence of performance, success)
You learned to play a very difficult piece of music? (Intrinsic reward, feeling of accomplishment)
You were elected president of your class or club? (Status, peer approval, sociability)
You could make or produce something that other people needed? (Social contribution, identification with a product)
You got a very high grade on a difficult homework assignment? (Intrinsic reward, feeling of accomplishment, extrinsic recognition)
Someone you worked with said they liked you very much? (Sociability)
An adult in a work setting you visited called your parents to compliment them on your behavior? (Excellence of performance)
You learned a new skill? (Accomplishment, productivity)
You earned $20.00? (Income, productivity)
Everyone knew you could be trusted to work alone without supervision? (Autonomy)

(These questions would become more personal if they were translated onto a chart like the one below with individual copies for each student.)

Which of these sources of pride are internal (inside feelings you have about yourself)? Which ones come from what others say or think about you? How can giving yourself a pat on the back when you've done well help you feel less dependent on the praise or recognition of others? How can some people be proud of themselves and have dignity in spite of the fact that others might not treat them with respect? Is it possible to have the respect of others and not be proud of yourself? Why? Who is really in charge of your feelings of pride and dignity?

How do you suppose Jimmy and Patty felt when the children on the school bus made fun of the way their farm smelled? Has anyone ever made you feel embarrassed or feel that you weren't very important? What did you do? What could you have done to feel more important at that moment? What can people do who lack the respect of others because of prejudice and stereotyped thinking? How can they take charge of what others think about them?

How can you look for dignity in others, in spite of outward appearances? What did you think about pig farmers before you saw the program? What do you think about them now? Why? How do you think your feelings about other kinds of jobs would change if you knew more about the people and their work? How did you react during the film to the scenes of manure, mud, and birth? Suppose Patty and Jimmy were in your class watching *Our Own Two Hands* with you? What would your reaction have conveyed to them? How would you have made them feel? How does your reaction to others influence the way they feel about themselves? How could you treat others to make them feel good about themselves? How could you treat others with dignity and respect? Can you have respect for yourself if you do not respect others?

Sample Chart

Would you feel proud of yourself if ____ ____ ____ ____ Check each possible reason.	Feeling of accomplishment	Service to others	Excellence of performance	Recognition of peers, status	Income	Sociability	Chance to use initiative	Autonomy—on your own	Ability to work hard & well	Identification with product
You were able to make a sad friend smile?										
You received the Good Citizen award for your school?										
You taught your younger brother to read new words?										
Etc. ____										

SHORT-TERM ACTIVITIES

ACTIVITY 1. Have students write down the name of a person, real or fictional, that they admire. Then in small groups students could share their reasons for their selections and develop a combined list of reasons for respecting someone. Next to each reason, students might list ways that they themselves could merit that kind of respect from others.

ACTIVITY 2. Students could play a "What's My Line?" quiz game where panelists guess the occupation of the "guest" by asking three "yes or no" questions each. The "guest" could select an occupation that he or she might consider suitable for someone with his or her talents, interests, and values. After the occupation has been discovered, the "guest" could be interviewed by the panelists regarding the dignity and satisfaction he or she derives from the job. Students wishing to compete for the top spot as "guest" on the show might be given a day to research their secret occupations. Students submitting the best one-page summary of how people do the particular job and why they like it would win a "guest" spot. Some students might wish to gather their information from the community and submit an oral report to the teacher or audition panel.

LONG-TERM ACTIVITIES

PURPOSES:

- to help students become aware of their community and its problems and to understand how workers contribute toward solving these problems;
- to see how working toward solving the needs of others is a source of dignity to the worker.

COMMUNITY PROBLEMS

Ask students to analyze their community and to identify social and environmental problems. Have them select one area that especially concerns them. Through photography, graphic arts, short stories, poetry, junk sculpture, scale models of community areas, etc., students could share their findings and their feelings about the problem with the rest of the class. A display could be set up around the room or in the library so that other classes could see their work. Awards might be given in each of the categories for excellence, thoroughness of research, creativity of expression, and sensitivity and understanding of the problem.

Each display entry should demonstrate that the student looked not only at the problem, but also at how it is being handled by the community. They should also contact workers whose careers deal with the problem. Students might consider inviting some of these people to class to form a panel and discuss community needs. Panelists could also include representatives of local community groups. (City council, Urban League, AIM, human relations groups, environmental action groups, etc.) Through talking with the panel and with people working with community problems, students should seek answers to questions like:

How did the problem of _____ come about in our community?

What more needs to be done?

How can students like our class do something about the problem?

What could we study in school now to help us cope with the problem later on?

How does the problem contribute to or detract from the dignity of those it affects?

How do those affected by the problem cope with their situation?

What is it about working with a problem like this that gives people a sense of purpose and pride?

How do workers in this field contribute to the dignity of others?

In addition, teachers might arrange for students to attend a community function where social change is being discussed (council meeting, school board meeting, environmental action meeting, rallies, marches, etc.), and report their experience to the class. The class could then brainstorm their own ideas for solutions to the problems of the community.

SUBJECT ACTIVITIES

In addition to the art and social studies skills used in the *Long-Term Activities*, other subject areas could be used to solve problems as they arise. Science and mathematics would apply to such problems as environmental and traffic control, rising cost of living, inadequate food production, fuel shortages, etc. Language arts could deal with the problems of the illiterate, and the communications and persuasion skills needed by those working toward social change. (To increase understanding of the problem of illiteracy, students could spend an afternoon and evening at home pretending that they could not speak or read English, and report to the class how this was a handicap.) Also have them consider the problems of the non-reader when seeking jobs. Research could be done to determine the extent of illiteracy in this country and the number of students who are leaving school with poor or non-existent reading skills. Students also could study how groups seeking to cause social change present their point of view to the public. To what extent does their ability to use the media influence their chances for success?

ALL SUBJECT AREAS

SUMMARY. In class discussion, students should consider:

- the different ways people can derive dignity from their work;
- the extent that working toward meeting community needs offers a person a sense of dignity;
- the breadth and scope of problems facing their community;
- the extent that they can or will be able to solve some of those problems;
- the ways that they personally experienced pride and dignity during the project;
- the meaning they give to the word "dignity."

POWER PLAY

LESSON THEME:

POWER AND INFLUENCE

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LESSON GOAL:

To help students develop a concept of power and an awareness of their capabilities and potentials so that they can influence others and their world through their careers.

BEFORE THE PROGRAM

This program is about power and influence; how people get power and how they use it. Ask students to name people they know who are in charge of others. How did they get their power? Write on the board as many ways as the students can think of to gain influence or power. Have them give examples they have seen of how power is expressed. As they watch the program, ask them to look for the different ways that power is shown, the good things power can do, and the ways power can be handled.

THE PROGRAM

TIME: An unlikely day in the future.

PLACE: A school free of adults for a day.

CAST: A normal group of kids.

PLOT: SYSTEM D DRILL! Students in charge! Find a way to run the school!

In this fantasy, the school's adult power structure has gone, and order must be reestablished. Someone needs the power to get things done. The students consult a slide bank for information on how to get legitimate power through elections. The departing teacher's appointee loses in the open elections that follow, but a rebel gang rejects the results of the voting and walks out.

The students remember that adults work for rewards and decide that they will also. The elected leader consults the slide bank for adult references, plans the rewards based on work performed, marshalls the forces to back her up, and proceeds with her incentive plan as a way to establish power.

All goes well until the rebel gang decides to take their share of the rewards (treats) by force. The decision to punish the rebels by locking them out of the sleeping quarters results in drastic action—the gang takes over the school's energy source for all the machines. How can the elected leaders maintain their power? How can the rebels be controlled? How can order be restored? The slide bank doesn't have an answer; neither do the students. But just as things seem hopeless, the SYSTEM D DRILL ends. The students have learned a lot during their unlikely day at school.

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PURPOSES

Level One

As a result of the lesson, students should:

be able to describe the different kinds of power;

be able to describe their own reactions to different kinds of power;

see how power can be abused, or used in ways that are beneficial to others;

be able to describe how someone in their lives uses power to influence others;

state ways that they have used power.

Level Two

As a result of the lesson, students should:

be able to describe how they use power in social or work situations;

compare the power structure in their own social or work situation with the power structure in the adult world;

recognize their own feelings in coping with power as it influences their lives;

see how they can exert power to achieve something they want to do;

see how their influence affects others.

KEY QUESTIONS

Level One

1. What are some of the ways you saw power being used in the drill? (Election, appointment, reward, punishment, consensus.) Compare lists. Were any kinds of power left out of the program that you would want to add?
2. How do you think the hard-working class members felt when the gang took over? Have you ever felt that way? If you had been the elected leader, how would you have dealt with the gang?
3. How did the leader get her power? Why do you think her classmates voted for her? How is being popular one kind of power? How can people use the power of voting to get what they want?
4. How did the elected leader keep her power? How did the gang leader keep his power? What were the differences? If the drill have gone on for two years, who would have been more successful? How well do you think your class would have done in a SYSTEM D DRILL? (See page 114)

Level Two

1. Which way of getting power seemed to work best in the program? Why? Which type of power was the most effective? If you had been elected leader, what would you have done to keep your power?
2. What would you tell the students in the program to help them keep their power? Suppose the elected leader had left and given the power to the rebels. What do you think would have happened? How could the gang have gained leadership legitimately?
3. How do you think the group members felt when the gang took over the main power source? Would you have felt helpless? Why? What would you have done in this situation?
4. What did the elected leader mean when she said, "I don't want to tell people what to do"? What are the qualities of a good leader? Have you ever felt good about something you were in charge of? How did you use your power? (See page 116)

LEVEL ONE

THINGS TO CONSIDER

What are some of the ways you saw power being used in the drill? (Election, appointment, reward, punishment, consensus.) Compare lists. How many different kinds of power did the class observe? Were any kinds of power left out of the program that you would want to add? Put a plus (+) next to the ways power was used for the good of the total group. Which kind of power could you have been happiest working under? How have you used that kind of power to influence others? What other kinds of power have you used? What has been the result? Describe a person you know who influences others to accomplish good things. How does he or she get power? Put a minus (−) by the ways power was abused. What makes the difference between good and bad uses of power?

How do you think the hard-working class members felt when the gang took over? Have you ever felt that way? Why do you think the gang acted as they did? How long do you think they could have held power? Why? What would they have accomplished with their power? What if you had been the elected leader? How would you have dealt with the gang? What did the slide bank do for the elected group? How did it increase their power? How can knowing something important help increase power? Can you think of a group leader who would have to know certain things?

How did the leader get her power? Why do you think her classmates voted for her? How is being popular one kind of power? How is having the right to vote for your leader a source of power? How can people use the power of voting to get what they want? What did the leader do that would influence their vote if they had held another election? Do you think she would win again? Why? Why didn't the kitchen committee want to elect a leader? What does it take to work together as a group without leadership? How can working together (consensus) give a group power?

Do you think the elected leader liked being leader? Why? Why did the gang leader like being boss? Can different people enjoy having power for different reasons? How did the elected leader keep her power? How did the gang leader keep his? What were the differences? If the SYSTEM D DRILL had gone on for two years, who do you think would have been more successful? Why? What happened to the student the teacher appointed leader before she left? Why? What makes it difficult to hold appointed power? How well do you think your class would have done in a SYSTEM D DRILL? What are some occasions when you have power over others? What kinds of power do you exercise? How do you feel when you have power?

SHORT-TERM ACTIVITIES

In small groups have students look at a list of persons who have different kinds of power and influence. For several tasks like those below, have the groups rank their first three choices for leader. When all the groups are finished, ask them to report to the class and share the reasons for their responses. Discuss how their responses show that different kinds of power can give a person influence in different situations. The class may want to add their own examples to those listed below.

(Rank in order the person from List A-H that your group would choose as leader, if you were. . . .)

1. **Planning a class field trip to a national forest area.**
   1st choice_____
   2nd choice_____
   3rd choice_____
2. **Asked to write and present a play.**
   1st choice_____
   2nd choice_____
   3rd choice_____
3. **Given charge of the school for two days.**
   1st choice_____
   2nd choice_____
   3rd choice_____
4. **Trying to win a student council election.**
   1st choice_____
   2nd choice_____
   3rd choice_____
5. **Entering the school volleyball tournament.**
   1st choice_____
   2nd choice_____
   3rd choice_____

A. Someone who gets along well with everybody.

B. The class clown.

C. A very smart but bossy student.

D. Someone who is bigger and stronger than most of the kids, almost a bully.

E. The best reader in the class.

F. Someone who likes camping and has been on a lot of Scout trips.

G. Someone who is known and liked by all the teachers.

H. A very smart but shy student.

LONG-TERM ACTIVITIES

A STUDY OF POWER IN THE COMMUNITY

Have students explore the way power is expressed in their home, at school, and in the community. The study could be a separate and complete unit, or done in conjunction with the related *Subject Activities*.

SUBJECT ACTIVITIES

SCIENCE

BALANCE OF NATURE. Have students explore the predator/prey relationship in nature. Compare it with man's predator/prey relationship with animals and with other people. Sketch or take pictures of animal predators in the neighborhood and examine their sources of power. Find examples of prey (both other animals and humans) and discuss the reasons for their relative lack of power. What defenses do they have? How do they use them?

SOCIAL STUDIES

INFLUENTIAL PEOPLE. List on the board the names of people who are or were powerful and influential in different ways (e.g., the President, a national news commentator, a gangster, a social reformer, a scientist, a religious leader, an entertainer, a general, and a corporation executive). Have students expand the list with their own suggestions and then discuss:

How did they get power?

How did/do they keep power?

How did/do they use power?

Next, have each student select one person as a subject. Suggest that each student find examples in the community of people who have gained power, kept it, and used it in the same way as his or her subject. Ask students to answer the same three questions about both the national personality and the local figure, and then compare the responses.

LANGUAGE ARTS

POWER OF LANGUAGE IN ADVERTISING. Have students keep a log for two days of all the advertising they see or hear. Which ads are trying to sell something? Which are trying to improve the image of the company? Which are trying to sell something to students their age? Looking at the last category, students might select five items they'd be most likely to buy because of the ads. Have them discuss the ads they have seen for the five items. What language, music, style (humor, information, status) did the ads use? Why? How did the ads persuade students to want to buy the product? How do local businesses use the power of advertising? Look at other ways people in the community use language skills to influence others (ministers, politicians, salesmen, lawyers, counselors, teachers, parents, etc.). What other kinds of power do they use along with language? What makes them effective or ineffective?

ALL SUBJECT AREAS

SUMMARY. Looking at all the different kinds of power that they have observed in the community, ask students to consider:

What is power?

Who has power?

How many different kinds of power are there?

How is power relative?

LEVEL TWO

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THINGS TO CONSIDER

What were the different ways you saw power being used in the program? Make a chart like the one following that shows all the aspects of how power was used in the program.

A	B	C	D	E
Who Had Power?	**How Did They Get It?**	**How Did They Try To Keep It?**	**How Did They Lose It?**	**How Did They Use It?**
Teacher's pet, elected leader, etc.	By appointment, by election, etc.	Support of a friend, rewards, punishment, force, etc.	Lack of respect from the group, inability to cope with rebel group, etc.	To try to get things done, to establish order and accomplish group tasks, etc.

Look at Column B. What ways of getting power seemed to work best in the program? Why? Think about the adults and students in your school. How do they get power? What influence do you have in your school or community? How did you gain that influence? Look at Column C. Which method do you think was most effective? Suppose you had been elected leader. What would you have done to keep your power? As a group member, how would you suggest that the power of your leader be maintained? How many different ways do people at home, at school, and in the community influence you? How do you influence others?

What would you tell the students in the program to help them keep their power? What could each have done to avoid their problems? What might have happened that would have gotten the gang to join the group in the first place? Suppose that the elected leader had left and given the power to the rebels. What do you think would have happened then? If you don't like the way someone is running things, what is a good way to make changes? Why is it important to have good suggestions in mind if you're going to push for changes? How could the gang have gained leadership legitimately? Why do you think they chose force instead? What legitimate means do you have to influence those who have power over you? Can you share with the class an example of how you have used legitimate means to influence those in charge? How well did it work? How did you feel about it?

In the last scene how did the elected leaders choose to use their power to stop the rebels? If you had been in the conference room, what would you have said? Why? How do you think the group members felt when the gang took over the main power source? Would you have felt helpless? Why? How would you have reacted? Could you have exerted some influence in that situation? Why do you think the power struggle occurred in the SYSTEM D DRILL? Why do you think they occur in real life? What is the best way to handle power struggles?

Think about the members of the hard-working group. How did the gang affect their lives? How did the decisions of the elected leaders affect them? Think of a time when you were in charge of someone or something. What responsibilities go along with being in charge? How well did the elected leaders fulfill their responsibilities? Why didn't the gang consider their own responsibilities to the total group?

How did the elected leader achieve her goals? Where did she get the help she needed? How do you think she felt when the reward system was working? How did she see her job? Did she want to control or to organize? What did she mean when she said, "I don't want to tell people what to do"? What are the qualities of a good leader? Have you ever felt good about something you were in charge of? How did you use your power? Think of something you would like to do for yourself or for others. How could you gain the influence or power to try out your idea? What help would you need? Where could you get that help?

SHORT-TERM ACTIVITIES

ACTIVITY 1. In groups of six, have students pretend that they are the leaders during a SYSTEM D DRILL at your school. As far as they know, the drill could last up to one week. How would they organize? How would they determine roles and power? How would they maintain power? Share group plans with the whole class and discuss.

ACTIVITY 2. Ask the principal to visit the class to help develop and explain an organizational chart for the school system. Ask him or her to explain the authority of teachers, principals, and the central administration. Also ask the principal to discuss the need for good communications and to comment on the nature of power within a working organization. Have students take the chart home and ask an adult relative, neighbor, or friend to compare it with the power structure of his or her place of employment. Students may wish to share their findings the next day.

LONG-TERM ACTIVITIES

The purpose of this activity is to demonstrate how subject knowledge and skills can be used to gain power and influence career roles.

USING POWER AND INFLUENCE

Invite to class people from the community—either individually or as a panel—to discuss how knowledge and skills in various subjects give them power and influence over their own lives and their environment. Then, using the *Subject Activities* as a guide, have students compare and contrast the various uses of power and influence in their community.

SUBJECT ACTIVITIES

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SOCIAL STUDIES

STRUCTURE OF
MUNICIPAL GOVERNMENT. Invite someone from your local government, perferably an elected official, to discuss how power is obtained and used in governing others. Discuss:

- the power of public office, both formal and informal;
- how knowledge of public opinion and public relations can be translated into power;
- what other knowledge and skills it takes to gain public office;
- the difference between power in public careers and in private enterprise;
- restraints on the power of public officials;
- responsibilities of persons holding public office;
- legitimate ways for citizens to express grievances.

Then divide students into small groups to select a nominee to represent their community in a mock election for public office (mayor, councilman, school official, etc.). Have each group work out a platform that they think would appeal to the voters in their neighborhood. The platform should attempt to answer two questions. First, what does the group think needs changing? Second, how does the group propose to change things? Each candidate might then present the group's platform in mock elections. The voters could discuss the results according to how well the platforms reflected an understanding of community needs and what additional knowledge, skills, and resources real candidates would need to know.

SCIENCE

HOW KNOWLEDGE HAS GIVEN MAN
POWER OVER THE ENVIRONMENT. Someone from an environmental protection agency, land use planning commission, or concerned environmental action group could discuss with the class:

- the power of science and technology;
- the benefits of environmental control;
- restraints on persons planning environmental change;
- responsibilities of individuals dealing in environmental change;
- what students need to know to influence environmental change.

After the session the class could be divided into small work groups to investigate various local construction sites, agricultural sites, or recreational sites to determine how much the protection of the environment was considered when the site was planned. One group may wish to undertake an environmental project of their own. (Clean up an abandoned junkyard, stop an erosion problem, plan a home clean-up campaign, etc.)

LANGUAGE ARTS

PERSUASION AND THE
POWER OF THE PRESS. Invite a local journalist or broadcaster to class to talk about the role of the media in the community. Discuss:

- how information can influence people;
- the difference between opinion and news;
- restraints on the power of the press;
- responsibilities of someone who holds that kind of power.

After the interview divide the class into four groups. Give them a brief news story, ask each group to treat it differently, and compare the results. For example: An elected official held a news conference. Here's what he said :

> "As reelection time approaches, I want you to look at what I've done. Nothing. Nothing but what I thought was good for this community. I voted for the health bill because we have a lot of people here who are unable to care for themselves. The education bill was defeated, and I'm glad, because I voted for the other education bill that gave school and community officials more control over what happens to the children. I voted for the rehabilitation programs because I think prisoners need to be taught a thing or two about how to earn an honest living on the outside before they're released. Since I've been in office, prices have risen, unemployment has risen, and wages have dropped. But I want you to know that I'm one man who's doing something about it."

(Examples of different treatments)

1. Tape a thirty-second news spot for a radio news broadcast to make the official sound stupid.
2. Write a two-paragraph newspaper story with the headline: REPRESENTATIVE FOGHEAD CLAIMS TO HAVE DONE NOTHING IN OFFICE.
3. Tape a thirty-second news spot for television that leaves the impression that he's against the major government programs.
4. Write a three-paragraph newspaper editorial endorsing his candidacy for reelection, giving reasons for your support.

MATHEMATICS

CONTROLLING MONEY. Invite to class a loan officer, credit manager, representative of a consumer protection agency, or financial counselor to discuss how sound money management and investment allow greater control over money. Discuss:

- how a good credit rating can be influential;
- how lack of money management can place individuals under the control of other people;
- how the loan and credit industry has restraints and responsibilities;
- how to spot pitfalls in spending.

Based on this discussion, have the class develop math problems to show how unplanned deficit spending can be costly. Compute interest rates on various types of loans, investments, and installment plans, and determine which gives the consumer the greatest control. These problems could then become part of the "math book" developed by students in *Level Two* of *Treasure Hunt*.

ALL SUBJECT AREAS

SUMMARY. Group discussion might center on a comparison of the power and influence of the visitors, examining the different kinds of power discussed. Then students might discuss their own power to cause change, as well as their potential for influencing others.

CHOOSING CHANGES

LESSON THEME:

FREEDOM TO HOPE, TO CHOOSE, AND TO CHANGE

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LESSON GOAL:

To help students understand that they have the right and opportunity to choose, test, and through experience modify their views of themselves in relation to work; and to increase awareness of the ability to act on these experiences by making hypotheses about themselves and the future.

BEFORE THE PROGRAM

Ask students to finish these two sentences:

If I could be anything in the world when I grow up, I'd most like to be a _____.

What I think I probably will be when I grow up is a _____.

How many different answers did students have for the two questions? Ask students why there is a difference between what they would *most like to be* and what they *probably will be*. List on the board the barriers they think would keep them from achieving their "most like to be" goals. Explain that *Choosing Changes* is about a girl who did become what she most wanted to be—in spite of the barriers. Ask students to watch for the problems Barbara faces and the ways that she overcomes them.

THE PROGRAM

Barbara chose to be a chemical engineer, even though she knew she would be one of the few women in the field. Living according to her own goals and choices meant personal challenges for Barbara, especially when she went to work in a lab as a project engineer in oceanography. But Barbara, recognizing her own potential for change and success, was willing to accept the challenges and take the necessary risks.

Barbara believed that the new equipment she had designed could only be given a true test in the actual intended environment—on the ocean floor. Her supervisor was doubtful. The idea was very expensive and very risky; besides, Barbara did not even know how to deep-sea dive.

After a long summer of exhausting training, Barbara finally got her chance and emerged triumphant from the underwater hydrolab. She had successfully completed the experiments fifty feet beneath the ocean's surface. She felt good about it. "The hydrolab proves," she said, "that I can handle a lot more than I thought I could—even things that scare me." *Choosing Changes* is a true story about Barbara's freedom to choose and to change.

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PURPOSES

Level One

As a result of the lesson, students should:

understand that they do have choices in careers and personal goals;

be able to differentiate between fantasy and possible work images of themselves;

identify barriers to freedom of career choice and state possible ways of overcoming barriers;

recognize that career and personal goals continue to change;

relate their experiences to adult workers in the community.

Level Two

As a result of the lesson, students should:

be able to compare their own career aspirations with the career expectations that others hold for them;

identify internal and external constraints on freedom of choice and ways in which those constraints can be overcome;

be able to list at least five tentative career choices that they think are attainable;

describe the elements of risk involved in career choice;

describe the need for having choices in career goals.

KEY QUESTIONS

Level One

1. What characteristics did Barbara have that enabled her to become a successful engineer? Which characteristics are essential for people who want to be in charge of their own lives?
2. What did Barbara learn about herself during her experiences in the hydrolab? How did she feel about her success? What do you think Barbara would say about exploring new ideas and imagining what you want to be when you grow up?
3. What if you had been the person interviewing Barbara for a job? How would you have acted? Are there any jobs that can only be done by people of a particular race, sex, income level, or belief?
4. What might have been some of the factors that influenced Barbara's decision about what she would be when she grew up? What factors might influence your career goals? (See page 120)

Level Two

1. What risks were involved when Barbara decided to do the hydrolab project? What kinds of risks are always involved in making a career choice?
2. Why did Barbara find her work satisfying? What personal skills did she need to do the job well? (Leadership ability, ability to get along with others, ability to learn new things quickly, ability to handle new problems and situations.)
3. What are some things that would make work satisfying for you? What personal skills would you like to develop and use in your career? Name some jobs that would combine these skills and at the same time be satisfying to you.
4. Do you think Barbara will ever change jobs? Why? What might happen that would force her to change jobs? Do you know anyone who has had to change jobs even though that person didn't want to? (See page 123)

LEVEL ONE

THINGS TO CONSIDER

How would you describe Barbara as a person? List the characteristics that enabled Barbara to become a successful chemical engineer. (Being aware of career choices, having a strong sense of pride in achievement, being willing to take risks, recognizing her own potential for change and success, being willing to take constructive action to prove her ability rather than complaining about injustices, having specific goals and plans, etc.) Do you know anyone who has succeeded at something in spite of the fact that others had predicted failure? Which of Barbara's characteristics does that person have? Which characteristics are essential for people who want to be in charge of their own lives? How do people develop such traits?

What did Barbara learn about herself during her experiences in the hydrolab? How did she feel about her success? If you could invite Barbara to your class, what would you want to ask her? What do you think she would say about exploring new ideas and imagining what you want to be when you grow up? What do you think she would say if you asked her if she'd want to be a housewife with children? A housewife with a career outside the home? A housewife with no career outside the home? Suppose a boy from a minority group said, "There's no use in trying. I would never be able to do that anyway." What do you think Barbara's answer would be?

What might have been some of the factors that influenced Barbara's decision about what she would be when she grew up? (Interests, challenge, talent, determination, adult friends, school experiences, etc.) What factors might influence your career goals? What experiences have you had that would help you think about possible careers for yourself? What do you know about yourself that would influence your choices? Based on your own interests and talents, list as many possible careers for yourself as you can. (At this point, it might be interesting to include a discussion of stereotyping in career choices. For example, why do boys say they want to be doctors instead of nurses, and girls say they want to be secretaries instead of executives?)

What did Barbara mean when she said that when she was growing up, boys were allowed to do more than girls? What difference would it have made if she had been a boy? Why are choices sometimes easier for some people than others? (Members of minority groups, people from poor families, girls, etc.) What are some of the ways that these problems can be overcome? What if you had been the person interviewing Barbara for a job? How would you have acted? Why? Are there any jobs that can only be done by people of a particular race, sex, income level, or belief? Why do you think so? What could make you change your answer?

Make a list of the barriers that Barbara might have faced when she decided to become a chemical engineer. (Not a woman's job, contrary to expected role, required special study, involved unusual work tasks, etc.) Which of these barriers could have existed because other people's attitudes and ideas were different from Barbara's? What do you think Barbara would have done about that kind of barrier? Now go back to the list of barriers you wrote down before the program. Which of your barriers exist because other people's attitudes and ideas are different from yours? What could you do about each?

SHORT-TERM ACTIVITIES

> "I am like that" does not help anything.
>
> "I can be different" does.

ACTIVITY 1. The quote is from *I'm OK . . . You're OK*, by Thomas Harris, and might be used for the theme of a poster which students could make to begin this activity. Then discuss the quote by asking questions like:

> How do people use the phrase "I am like that" as an excuse for their behavior or lack of achievement?
>
> What are some other things people say that mean the same thing? ("I can't help it; I'm just not lucky." "I have a bad temper." "I am not popular." "It's not my fault; things just happen that way.")

What happens to people who think of themselves as being a certain way? What does the second half of the quote mean?

Invite a case worker or counselor from a rehabilitation service (juvenile court, alcohol and drugs, mental health, corrections and parole) to speak to the class. Ask the representative to discuss:

- why people who need their services have problems;
- why their clients want to change;
- the extent that their clients are free to change;
- the characteristics of those who make successful transitions back into society;
- the typical traits of those who cannot escape their problems;
- how Harris' quote relates to the problems of their clients;
- the rewards, satisfactions, and disappointments involved in careers that deal with people who are trying to change.

ACTIVITY 2. Have students investigate changes in career opportunities that have taken place in their families over the last two or three generations. Students could talk to their parents, grandparents, and other relatives to compare the present generation with previous generations, and find out how much change has occurred, especially the tendency toward greater freedom of choice. Help students make a list of things to consider during their investigations, such as the family's educational levels, occupations, how career roles were chosen, where they lived, how far they traveled in their lifetimes. Using this information, students can examine their own feelings and choices, and discuss how much they are influenced by family background.

LONG-TERM ACTIVITIES

The purpose of this activity is to illustrate how the range of career choices and the freedom to choose among them is dramatically increasing.

A CAREER PLAY

Write a play and present it to other classes or to a parent group. A workable plot is to contrast pioneer life with modern life. The play might use the device of transporting a pioneer family rapidly through time to the present, in order to contrast the personal and career choices possible then with those possible now. Students' ideas for casting, plot, and time will be best, but here are some suggestions for starters:

1. **CAST:**

   narrator
   - mother
   - father
   - grandmother
   - grandfather
   - daughter, age 17
   - daughter, age 10
   - son, age 15
   - son, age 12
   - school official

2. **TIME:** An early time in the history of your local community or any point in the past that students might be interested in researching.

3. **PLACE:** Inside the family living quarters.

4. **STORY:**

   SCENE ONE. The play could open at mealtime with the father assigning chores, talking about family plans for the next few years, and discussing general community news. Questions from the family members regarding their futures could reflect the attitudes and choices available at the time. After the meal, the family returns to their chores.

   SCENE TWO. By some magical device (a Wizard of Oz tornado, a Rip Van Winkle sleep, a time machine, etc.), the time changes to the present. A school official visits the family to explain the compulsory attendance law. The three youngest children go off to school. The seventeen-year-old girl goes along to take care of them and enrolls in school while she is there. The rest of the play could portray what the children learn about the career choices available to them.

Students may prefer to work in small groups with each group devising its own version of the story, combining the versions into the final draft. Once the story has been established, the class should decide what jobs will need to be done and who will do them. They will need:

researchers and historians for the story;

scriptwriters;

a director;

the cast;

set designers and builders;

costume designers and costume production;

prop designers and prop production;

publicity people to handle the program, program notes, and other publicity;

a producer to see that all necessary materials are available, that all production arrangements are made, and that all segments are working together properly and on schedule.

(Refer to *Decisions, Decisions; Planning Ahead: The Racer;* and *People Need People* for additional suggestions on organization.)

The work groups might invite resource people from the community or from the high school to assist them. (Art, home economics, or industrial arts teachers.) Teachers might also emphasize the fact that students will be working at jobs actually being performed by people working in the entertainment field, as well as construction, clothing design, and public relations. In keeping with the lesson theme, students should be able to choose tasks and work roles on the basis of interests and abilities. Teachers might encourage students to use this opportunity to try non-traditional roles. (Boys in costume design, girls in set production.)

SUBJECT ACTIVITIES

SOCIAL STUDIES

HISTORICAL RESEARCH. Work with the group researching the factual information to help make the story as accurate as possible. Discuss how families had freedom of choice during the pioneering days because they were independent from outside contacts, but had a limited choice of life-style and occupation. The script could show that in the pioneering days providing the essentials for survival limited free time (and therefore leisure time choices) and dictated work roles. Also help students locate information regarding roles of family members, career choices open to each member of the family, career choices if the family moved to town, topics which might have been discussed at mealtime, etc. Researchers should not forget to look at changes in the roles of youth and the elderly. (Their greater usefulness and their contributions to the pioneer family unit, contrasted with the increased choices in the modern world.) The research team could also provide information to the set, prop, and costume designers.

SCIENCE

SCIENCE THEN AND NOW. Work with the prop team to help determine what tools would have been in the home, what foods would have been served at mealtime, and what crops would have been raised by pioneer families. Discuss how science today has increased one's freedom to choose how work around the home will be accomplished, what foods will be served for dinner, and how leisure time will be spent. Suggestions in all three areas could be given to the scriptwriters. Some students may even want to explore how advanced technology has begun to restrict choices with the advent of such modern phenomena as the energy crisis, youth unemployment because of fewer jobs for unskilled labor, pollution, etc.

Another interesting idea for scriptwriters to develop would be the way that young people, in the past, learned their work roles at home. The home was the link between young people and work. With advanced technology demanding more complex skills and more highly trained people, the home can no longer serve that function. School training has become the link between young people and work, and the choice of career training plays a more important role. Characters in the play could discuss future plans related to training to compare educational alternatives of the past and of the present.

MATHEMATICS

ESTIMATE MATERIALS NEEDED. Work with set and costume production to estimate the materials needed and measure materials accurately for the most economical way to use them. Contrast past and present needs for skill in mathematics.

LANGUAGE ARTS

SCRIPTWRITING AND SPEECH. Work with the scriptwriters and the public relations committee. Furnish examples of similar efforts (other scripts and public relations materials) and help them incorporate suggestions and information from the research team into their work. (A lesson on how to use reference and resource materials could help students in their efforts for accuracy of script.) Contrast style and sentence structure in stories, scripts, and press releases. Have students look at examples of a short story that has been written in script form, press releases, reviews by theater critics, and theater programs. Discuss the different skills and techniques used in each format.

Work with the cast on inflection, delivery, phrasing, and pronunciation. Discuss the effect these techniques can have on the feelings conveyed to listeners. Students might also consider how these same speaking skills are used by teachers, lawyers, salespeople, candidates for public office, and others.

MUSIC

MUSIC, PAST & PRESENT. Find a type of instrument, a song, or a dance communicative of the life style of the pioneer era and use it in the play. Contrast it with the music that can be heard on a transistor radio. Did any of today's music have roots in the past? How do people communicate thoughts and ideas about life through their music? Some students may wish to write a song for the play. This could lead to an investigation of music as a possible career.

ART

COSTUME & SET DESIGN. Work with the set and costume designers and the production team to create a modern and a pioneer set. Compare modern interior decorating and fashion magazines with pictures from the past and note differences in tastes and functions. Emphasize the difference in an individual's choice of dress and home decoration in the past and the present.

PHYSICAL EDUCATION

EXERCISE AND LEISURE ACTIVITIES. Incorporate comparisons of physical exercise and leisure time activities into the play. What choices existed then? What choices exist now? What effects have these changes had on the health and physical fitness of people? Teachers may also wish to have students look at the many occupations that exist today relating to physical education, pointing out that today's life style has increased the amount of leisure time available.

ALL SUBJECT AREAS

SUMMARY: In a class meeting have students summarize the project by discussing:

- how the number of choices available to people has increased;
- what new things they learned about themselves during the project;
- adults who have characteristics they would like to acquire;
- the tendency to stereotype tasks on the basis of sex both in the play and in the work involved in producing the play;
- how education is the primary link to a career;
- their feelings about the kind of job they chose in the production;
- how their various work roles in the production related to a variety of skills and interests, and how all were important to the success of the project;
- the extent to which their planning was adequate and accurate and the importance of cooperation;
- how they feel about the ability to choose and change.

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LEVEL TWO

THINGS TO CONSIDER

What risks were involved when Barbara decided to do the hydrolab project? Why do you think she was willing to take the risks involved? What did she learn about herself as a result? What failures or disappointments could have happened to her? What kinds of risks are always involved in making a career choice? What are some of the possible rewards?

Describe why Barbara found her work satisfying, especially during the hydrolab project. What personal skills did she need to do the job? (Leadership ability, ability to get along with others, ability to learn new things quickly, ability to handle new problems and situations.) Name five other jobs which might use similar skills. (Test pilot, medical researcher, aerospace engineer, transportation engineer, archeologist, natural scientist, mechanical engineer, etc.)

What problems do you think Barbara might have faced when she decided to become an engineer? Do you suppose her relatives and friends might have suggested other careers? What? Do relatives or friends ever suggest careers for you? How do their ideas fit with your own ideas about yourself? How can the opinions of others be helpful? How much should you let other people's ideas influence your decisions? What would you do if your ideas about your future were very different from the ideas of your family and friends?

On a sheet of paper list three things that would make work satisfying for you. List three personal skills you would like to develop and use in your career. Thinking about the first two lists, name three careers which you might choose. How many more can you list? Share your list with the class to see if they have any suggestions. How would you find out about other careers which would be possible for you?

Do you think Barbara will ever change jobs? Why? What might happen that would force her to change jobs? Knowing Barbara's ability to change, what do you think she would do if:

the federal projects she worked on lost their funding and her job disappeared?

she had flunked out of engineering school?

a new career opportunity opened up in marine engineering that paid more and provided a greater opportunity for scientific leadership, but required additional training in oceanography?

she no longer found her work interesting or enjoyable?

she were offered a job in a remote area of the world testing equipment for a mining company?

she had failed to find out what she needed to know about the equipment she tested in the hydrolab?

her skills became outdated because of new developments in her field, and she might be replaced by a younger engineer with up-to-date training?

everyone lost interest in the ocean and all the people in ocean exploration lost their jobs?

Which of these items are a real possibility for Barbara? Which have really happened to people in other areas of work? Do you know anyone whose job has been affected by changes in the economy or by scientific advancement? Why is it so important to have the ability to choose and change?

SHORT-TERM ACTIVITIES

ACTIVITY 1. Give each student a copy of the following statements characteristic of people who have demonstrated an ability to choose and change. Ask students to circle one number (3, 2, or 1) next to each statement indicating how they think Barbara would have answered each item.

		Usually Like Me	Sometimes Like Me	Never Like Me
1	I feel proud of myself. I am someone good to know.	3	2	1
2	I don't mind being different from others.	3	2	1
3	I have my own ideas and beliefs about what is good for me.	3	2	1
4	I don't get homesick easily. When I move or am away from home, I don't really want to go back.	3	2	1
5	I usually know how to benefit from the lucky things that happen to me.	3	2	1
6	I think a lot about who I am and where I'm going.	3	2	1
7	I know that there are several ways to live my life which would make me happy.	3	2	1
8	I can name a number of different careers for someone like me.	3	2	1
9	I think that studying and working hard will pay off for me.	3	2	1
10	I can change and be different. I can become pretty much what I want to become.	3	2	1
11	I like to try new things, even if I know I might not succeed.	3	2	1
12	I spend more energy trying to make things better for myself than I do being angry about the things I don't like.	3	2	1

Note: Some ideas for this activity were found in Glazer, E. M., and Ross, H. L., *A Study of Successful Persons From Seriously Disadvantaged Backgrounds*, Office of Special Manpower Programs, Department of Labor, Washington, D.C., March, 1970.

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After students complete their responses, ask each student to total up the numbers circled. Have the class compare their scores for Barbara. Does the class see Barbara as a strong candidate for change (30-36 points), an average candidate for change (24-30 points), or someone who is not likely to change (12-24 points)? Now without sharing answers, have the students respond to each item as they would answer for themselves. Each student should compare responses to see if he or she ranked higher or lower than Barbara.

Suppose someone scored "1's" (never like me) on each item. As a class, consider each statement separately and list as many ways as possible that a person might change.

Would you say that these characteristics of a person's ability to change are internal (inside the person and under his or her control) or external (caused by things outside the person over which he or she has little or no control)?

How would Barbara have answered on the following *external* characteristics of people who have changed their lives?

	Like Me	Sometimes Like Me	Never Like Me
I have gotten help from a few special people who believe in me.	3	2	1
I have had a chance to make some decisions for myself.	3	2	1
I have had a chance to know people who symbolize what I would want to be (role models).	3	2	1
I have received support and acceptance from those around me, once I got a chance to prove what I could do.	3	2	1

How can these outside factors make a difference to someone like Barbara?

Do these factors suggest things you could do to help someone who is trying something new or is in a new situation? What influence do you have over someone else's ability and freedom to choose and change?

How would you describe the difference between *internal* and *external* constraints on freedom of choice? If someone scored "3's" on the first list and "1's" on the second list, what would be his or her chance of choosing and changing successfully? What if that person's scores were the other way around? Which do you think are the stronger of the two sets of factors? Why?

ACTIVITY 2. Help students to identify people in the community who are successful in non-traditional career roles. (Individuals from college-oriented communities who are successful in non-college work roles, ghetto escapees, women in managerial, professional, and technical roles, men in traditionally female roles, etc.) Invite several of the people to class to discuss how they were able to overcome the barriers to success. If possible, have each student visit a successful worker from an environment and background similar to his or her own to allow students a chance to identify with someone who has succeeded in overcoming barriers to freedom of choice.

LONG-TERM ACTIVITIES

The purpose of this activity is to help students understand the ways that society's expectations influence individual choice, and how society's values are changing toward greater freedom of choice.

A MOCK NEWS PROGRAM

Have students produce a thirty-minute mock television or radio program reporting the results of an investigation of how stereotypes influence the images students have of themselves. The class could be divided into small work groups to investigate various phases of the problem, with a representative from each group meeting to combine the material and write the final report. From this report, students should write a script, perhaps using mock interviews, on-the-scene news casts, flashbacks, or futuristic news capsules. ("On this date 100 years ago . . .," or "And now for a look at the news from the year 2000.") Have students gather material for the program (suggestions are offered in the *Subject Activities* section) and select their tasks. If students choose to do a TV program, it will include design and production of sets. Have students watch a daytime news program or an evening documentary for ideas about the kinds of jobs involved, paying particular attention to the list of credits. Emphasize how work roles in this classroom activity correspond to those in a "real" working situation.

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SUBJECT ACTIVITIES

ART

HOW YOUNGER CHILDREN SEE THEMSELVES. In addition to the art work needed on the set, the art group could gather paper, glue, scissors, crayons, and pictures from old magazines, and work with a class of seven or eight-year-olds to find out how younger children see themselves. The group could help the youngsters draw or cut out and paste pictures to show: 1) what they'd like to be when they grow up or 2) what they would do today if today were a "magic day" and they could do anything they wanted. Have students bring the pictures back to class and help them analyze the collection for examples of stereotypes. Also look at the ways even small children express their feelings through their choices of color, figure size, facial expression, etc.

LANGUAGE ARTS

STEREOTYPES IN THE MEDIA. This group could examine television programs, commercials, magazine and news reporting, printed advertising, and children's literature to determine how the media describes a "good" job, a "good" education, "normal" life style, the "average" male, and the "average" female. This group might need help developing guidelines or checklists. For example:

> What kind of occupation is shown? Is it office work or strenuous outdoor work? Does the work require a college degree? How is the worker dressed?
>
> What is the "typical" family doing? Where do they live? What do they buy? How do they dress?
>
> What is the person doing? What skills does the person display? How would you describe the person? What does the person seem to enjoy most?

From their observations students can compile their group report on stereotypes in literature and in the mass media, and discuss how these stereotypes influence peoples' ideas about work roles and educational aspirations. They should also discuss how the media has been used to help break down stereotypes, and find examples of local efforts on behalf of women's rights and minority groups.

MATHEMATICS

STATISTICS ON STEREOTYPING. The math group could have several responsibilities:

1. Poll seventh and eighth-grade math students and their teachers, asking questions like:

> Why do girls need math? Why do boys need math?
>
> Who needs math more—the student going to college or the student going directly to work after high school? Why?
>
> Should girls specialize in math? Why? Should boys specialize in math? Why?
>
> Do you expect boys to do better in math than girls?

The results could be discussed in terms of the number of women entering the engineering and mathematical fields. Interviews with workers in non-traditional roles could illustrate individual success in areas generally considered inappropriate for certain types of people.

2. Survey math textbooks to see how stereotypes are used in word problems, pictures, and narrative examples. Want ads in newspapers may illustrate how specific qualifications in math are required in certain occupations and how some jobs are labeled as only appropriate for certain applicants.

3. Compile statistics for the other groups and make charts and graphs illustrating the findings.

4. Using U.S. Department of Labor publications, obtain graphs showing the percentage of women and minorities in the work force, and graphs comparing the earning power of women with that of men. For example:

The Earning Power of Women (Average Wages for 1970)

	Women	Total All Workers
Scientists	$10,000	$13,200
Professional, technical	6,691	10,151
Proprietors, managers	5,635	10,340
Clerical workers	4,789	7,351
Salesworkers	3,461	8,549
Craftsmen	4,625	7,978
Factory workers	3,991	6,738
Service workers	3,332	6,058

The Earning Power of Women Compared to the Earning Power of Men (1970)

	% of All Women Workers	% of All Male Workers
People employed as:		
Proprietors, managers	4%	14%
Professional, technical	15%	14%
Craftsmen	1%	20%
Factory workers	15%	20%
Clerks, sales workers	42%	13%
Service workers	16%	7%
Household workers	6%	Less than 1%

Source of both charts: *Fact Sheet on The Earnings Gap*, Women's Bureau, Washington, D.C., Feb., 1970.

5. Compare the earnings and unemployment rate of "white collar" workers and "blue collar" workers to demonstrate that great differences no longer exist between the two groups. For example:

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Spendable Average Weekly Earnings by Industry
Annual Averages, 1962-72 (Worker with three dependents)

Year	Total Private	Mining	Contract Construction	Manufacturing	Transportation and public utilities	Wholesale and retail trade	Finance, insurance, real estate	Services
1962	$ 76.99	$ 96.90	$106.78	$ 85.53	——	$64.37	$ 73.07	——
1963	78.56	99.69	110.18	87.58	——	65.67	75.36	——
1964	82.57	104.40	116.40	92.18	$104.92	68.93	78.14	$65.36
1965	86.30	110.27	122.83	96.78	111.64	71.12	81.20	68.71
1966	88.66	113.98	127.38	99.45	112.20	72.70	83.29	71.10
1967	90.86	118.52	134.33	101.26	114.56	74.75	85.79	73.64
1968	95.28	122.52	140.34	106.75	119.54	78.49	90.66	76.81
1969	99.99	131.09	152.49	111.44	125.78	81.94	95.50	81.49
1970	104.61	140.50	166.47	115.90	133.52	85.86	99.76	86.66
1971	112.12	148.11	181.92	123.93	145.69	91.40	107.74	93.16
1972	120.79	160.75	191.86	135.24	161.85	97.19	114.93	99.14

Source: *Manpower Report to The President*, U.S. Department of Labor, Washington, D.C., March, 1973.

SOCIAL STUDIES

INDIVIDUAL RIGHTS. Have students look at national and state legislation dealing with the rights of both individuals and groups. Each student in the work group could cover a different movement such as women, minorities, migrants, and people of low income who have been granted equal protection under the law. Students might also look at such documents as the Emancipation Proclamation, the 14th Amendment, various Indian treaties, immigration laws, literature about the emergence of organized labor, the 20th Amendment, the Civil Rights Act of 1964, and the Equal Rights Amendment. Also of interest is the government's role in broadening education to make it available to everyone through federal support of public education, loans to post-secondary students, concern for quality education, etc. The emphasis should be on social progress and how the legislative and judicial process has been used to attain equality. (Some of the students might want to discuss the limitations of the legislative and judicial process.) State and local laws could be examined for examples of discrimination based on stereotypes. Someone in the group might want to look at how career choice in the past depended heavily on the father's occupation, and contrast that with today's wider range of training and career options.

SCIENCE

SCIENTIFIC CAREERS. Conduct polls similar to those suggested in the mathematics activities to explore why few girls want to have scientific careers. Talk with counselors and science teachers to get their views on the subject, and look at previous contributions of women and minorities to the field of science. (For example, Dr. Dan Williams, a black surgeon, performed the first open heart surgery in America.) Students could have an interesting discussion about the following:

> An American youth organization official argued for separation by sex in youth groups because the boys' organization was "geared toward many activities in science, mathematics, and aviation and therefore inappropriate for girls."

PHYSICAL EDUCATION

DIFFERENCES IN SPORTS. Discuss the difference between organized competitive sports programs for girls and those for boys. Compare them with programs in other countries, and with the physiological and psychological needs for physical fitness, competition, and team work of both sexes. Poll teachers, parents, and students to find out what is expected from boys and what is expected from girls in these areas. How are these expectations reflected in the youth programs? Read biographies of women and members of minority groups who have become prominent sports figures and plan a mock interview for the broadcast. Have them tell about their efforts to succeed in sports in spite of the expectations of others. Make suggestions about how sports programs might be changed to give all students a chance to participate in competitive programs.

ALL SUBJECT AREAS

SUMMARY. After the "broadcast," have students discuss:

- the extent to which school and society reflect the total range of choices for everyone;
- how limited contact with people of different backgrounds can increase the tendency to stereotype;
- how individuals can suffer from stereotyping;
- why stereotypes exist;
- why the reasons for stereotyping are disappearing in our society;
- how they can personally help in breaking down stereotypes;
- how stereotypes influence one's self-image and actions;
- how they have a wider range of choices for the future than their parents;
- how legal, judicial, and social processes are increasing the freedom of all people to choose and change.

creating

bread & butterflies

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creating *bread & butterflies* the producing agencies

WNVT-TV, Annandale, Virginia

Producer/Writer: Ruth Pollak

Treasure Hunt
Success Story
I Agree, . . . You're Wrong!
Choosing Changes

Producer/Writer: Louise Henry

The Way We Live
About bread & butterflies

Producer/Writer: Jan Skrentny

Things, Ideas, People

Production Staff

Director: Michael Switzer
Directors/Editors: Richard Even, Frank Nesbitt, Robert Gardner
Associate Editor: Leland Price
Cinematographers: Michael Switzer, Frank Nesbitt, Murdoch Campbell
Assistant Cinematographers: Scott Gibson, Murdoch Campbell, Leland Price
Sound Technician: Murdoch Campbell
Production Assistant: Jan Hatcher
Music: Morris Brothers, Back Porch Majority, Cochran Family

Consultants: Arvonne Fraser, E. James Lieberman, M.D., Martha Gross, Herbert Holstein

Documentary Subjects:
David Gilbert, *Success Story*
Zeddie Gillenwater Family, *The Way We Live*
Barbara Pijanowski, *Choosing Changes*

Cooperating Schools: Georgetown University, Birney Elementary, Drew Elementary, Boston-Hoffman Junior High School, Middleburg Elementary, Freedom Hill Elementary, Timberlane Elementary, Northern Virginia Community College

Acknowledgements: Billy Arnold, Honda Fairfax Motorcycles, Jaqui Benson, Steve Berryman, Morrie Epps, Sammie Campbell, Dr. Marcello Fernandez, Dr. John Holland, Dr. Tom Kenney, Ms. M. J. Murray, Dr. Anthony Llewellyn, Gilbert Jaffe, Dr. James Miller, Dr. John Sessions, Smokey Roberts, Capital City Jamboree, DuPont Chemical Company, Fairfax Police Academy, Hartwood Para Center, Maryland State Fair, J. C. Penney, Manned Underseas Science and Technology Office of the National Oceanic and Atmospheric Administration, Perry Foundation Hydrolab, United States Army, United States Post Office, Woodward & Lothrop.

creating *bread & butterflies* the producing agencies

KETC-TV, St. Louis, Missouri

Writer/Director/Producer: John Allman
Managing Producer: Don Jeffries

Me, Myself & Maybe
Planning Ahead: The Racer
Power Play

Director: Don Jeffries
Writer: John Allman

Taking Care of Business

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Production Staff

Assistant Directors: Marcy Tate, Jerry Kritz
Cinematographer: John Huston
Assistant Cinematographers: Jordan Kaiser, Gordan Rauss
Editors: David Howard, Peter Bretz
Sound Technicians: Brian Elliott, Jerry Kritz, Al Bussen, Dan Reid
Optical Effects: Tim Leone
Art Work: Karen Isam, Tim Sappington, John Ryun, Marilyn Dilly, Dick Kirsner
Production Assistants: John Ryun, Mark Zuke, Todd Kritz, Tim Sappington, Dick Welsh, Eric McKeever, Larry Price
Consultants: Moisy Shopper, M.D. (child psychiatrist) Earle Hollis, Image Society, Mexican American Cultural Commission
Still Photographer: Art Fitzsimmons

Music: Don Ray Sampson, Merrill Clark: *Planning Ahead: The Racer;* Arthur Custer: *Power Play;* Frank Ray: *Taking Care of Business*

Cast Members: DeAnne Austin, Cathy Simpson, Darlene Parks, Terry Haynie, John Forrester, Sarah Lewis and her class, Danny Fitter, Marty Schmelzle, Jeanne Austin, Don Haskins, Rick McGougan, Sixth grade class-Brittany Middle School, Helen Schaus, Matt Siegel, Mark Leavitt, Rebecca Senior, David Noelle, Mickey Pierce and Evelyn Braden and their classes, Norm Dorb, Carlos J. Villalobos, Helen Mora, Carlton Duckworth, Catarina Mora, Marta Mendoza, David Mendoza, Rosita Guzman, Anastasia Mora, Yvonne Vicor, Andrew Gladney, Mary Alice Kearney, Mr. and Mrs. Ralph Williams, Ron and Lynn Cohen, Lawrence Jungman, Billie Jacobs, Carmen Murack
Cooperating Schools: University City Schools, Brittany Middle School, Clayton Schools

Acknowledgements: Dave Roach, Sarah Lewis, Billie Jacobs, John Yunker, Mickey Pierce, Evelyn Braden, Bader's Art Store, Jeanne Mantia, Tony's Parkway Service, Ed Tate, Myrick family, Mr. and Mrs. O. L. Allman, St. Louis Park and Recreation District, Mrs. Buckowitz, St. Louis Photo, Bicycle Center, Cornet & Zeibig, Inc., Famous Barr, K-Mart, Michelson Realty Company, Mi Pueblito Restaurant, Spangler Cycle, Mr. and Mrs. Donald C. Jeffries, Mr. and Mrs. Gordan Reel, Mr. and Mrs. Martin Schweig, Rene Michel Trapapo, Shirley Kurre

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creating *bread & butterflies* the producing agencies

Unit Productions of the Utah State Board of Education

Producer/Director: Dean Bradshaw
Writer: John Allman

Decisions, Decisions
School & Jobs
Work Means . . .

Production Staff

Cinematographers/Editors: Robert Clayton, Ronald Hyman
Sound Technicians: Dale Steadman, Derrell Dansier, Klay Andersen, Kathy Fletcher
Production Assistants: Denece Green, Bob Olson
Music: Don Ray Sampson, Merrill Clark
Consultant: Lynn Jensen
Cast Members: Mark Rowe, Kurt Bagley, Mike Mason, Leanne Rowe, Marge Crittenden, Chet Blomquist, Spence Young, Ilona Pierce, Grant Geary, Ken Sansom, Marci Kirk, Ethel Callis, Ferrin Gregg
Cooperating Schools: Sanpete School District, Murray School District, Jordan School District, San Francisco City Schools, Salt Lake City Schools

Acknowledgements: Redman Moving & Storage, LDS Hospital, Summit Mercantile, Aerotec, Inc., DeSoto Cab Company, Utah Stars, Joan Baez, Topaz, Evan's Advertising Agency, Tooele Transcript & Bulleting, Air National Guard, Northwest Multi Project Center, Kent Worthington

creating *bread & butterflies* the producing agencies

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WHRO-TV, Norfolk, Virginia

Producer/Editor: Larry Crum
Writer: Ruth Pollak

People Need People
Our Own Two Hands

Production Staff

Cinematographer: Stewart Harris
Sound Technicians: Ron James, Rodney Sharp
Production Assistants: Glen Morgan, Rick Voight, Sheralyn Lerner, Paul Gaddis
Music: Larry Crum: *Our Own Two Hands, People Need People*

Documentary Subjects:
The Holland Family, *Our Own Two Hands*

Cooperating Schools: Hampton School for the Blind, Kempsville High School, the Public Schools of Virginia Beach

Acknowledgements: Richard Brinson and the Florida State University Flying Circus, Mary Brown, Chesapeake and Potomac Telephone Company, Bill Boyce, Rick Bender, Mr. Oliver, Bob Cogsdale and the Virginia Tech Agriculture Extension Service, Wally French

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creating *bread & butterflies* the producing agencies

Georgia Department of Education, Educational Media Services Division

Producer/Director: Ron Nugent

"Using bread & butterflies"

Production Staff

Production Coordinator: Ralph Crandall
Cinematographers: Bruce Grimes, John Huston, George Macrenaris
Editor: David Howard
Teachers: Willie Foster, Marlys Peters, Debera Sharpe
Consultants: Dr. James E. Bottoms, Debera Sharpe
Cooperating Schools: Atlanta City Schools—Dr. Curtis Henson and Willie Foster; Cobb County Schools—Robert Cook and Albert Price; DeKalb County Schools—James F. Clark and Geraldine Tilson

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discovering *bread & butterflies* workshops, films, cassettes, related materials

Instructional Resources

Workshop leaders' materials, including a handbook, reference items, and a variety of audio-visual materials, are available for the training of teachers and others involved in the use of *bread & butterflies*. Various modules provide a clear understanding of the background, objectives, and processes of the complete project. These workshop materials can be obtained from AIT.

"Using bread & butterflies"

Using bread & butterflies, a twenty-minute in-service color program, demonstrates how some teachers have used the project successfully in their classrooms. The program emphasizes children's feelings and attitudes about career development. It shows how teachers and students use *bread & butterflies* in a variety of ways as part of the total curriculum. *Using bread & butterflies* is available from AIT.

"About bread & butterflies"

About bread & butterflies is an informational program designed to acquaint parents, educators, and general audiences with the project and its objectives. Included are excerpts from the student programs, examples of children and teachers using the project, and comments from education specialists. The fifteen-minute color program is available from AIT.

"bread & butterflies" films, cassettes

Individual *bread & butterflies* programs on 16 mm color film and videocassettes can be purchased from AIT. Preview prints are offered to prospective purchasers without charge except for return postage. Special prices are available to *bread & butterflies* consortium agencies and to those entitled to service from a consortium agency. (See inside front cover.)

To purchase or obtain additional information about "bread & butterflies" films, cassettes, or related materials, write to:

Agency for Instructional Television
Box A
Bloomington, Indiana 47401
Phone: (812) 339-2203

The Agency for Instructional Television is a nonprofit American-Canadian organization established to strengthen education through television and other technologies. Its primary function is the development of joint program projects involving state and provincial agencies. A division of AIT is National Instructional Television, which manages the cooperative projects. AIT has its main offices in Bloomington, Indiana, and regional offices in the Washington, D.C., Atlanta, Milwaukee, and San Francisco areas.

The publication of this Curriculum Guide has been financed in part by grants from:

United States Steel Foundation
Union Carbide Corporation

Designers:

Melvin Miller
bread & butterflies logo

Roxanne Panero
Book layout and preparation

Composed, printed, and bound by:

Cornelius Printing Company
Indianapolis, Indiana
Silver Spring, Maryland